

THE *Nation's Schools*

DECEMBER

National Council Could Define Education's Goals

Round Table Evaluates Teaching of Languages

Schools Share Blame for Vandalism

Plan for Operation and Maintenance Economies

Three Conventions:
School Business Officials
School Food Service
Rural Education

Contents on Pages 3 and 4

INSTRUCTIONAL MATERIALS CENTER:
Browsing and General Reference Room, West Leyden High School, Northlake, Ill. (Story on page 45)





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THE *Nation's Schools*

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

DECEMBER 1960

Instructional Materials Center: Organization 45 Kenneth J. Taylor

Combining the traditional school library with the audio-visual department into an instructional materials center makes possible a new and broader range of services to student and teacher. Part I of this series discusses the philosophy pertaining to such a center.

So . . . I Asked the School Secretary 51 Gordon Grindstaff

You are in a school building. You want to know how to fill out an income tax form, fix a projector, or find a lost book. There should be no question of where to find the answer. Ask the school secretary.

A 'National Council' Would Define Education's Goals 52 John H. Fischer

It's time for a concerted national effort to give direction to our schools, says the dean of Teachers College. The "National Council," he proposes, would depend upon no government funds and would make no policies. Instead, it would concern itself with "relating education to our national goals."

Re-Direct the Emphasis in Teaching Foreign Languages 56 Calvin Grieder

Part 3 of a series: A superintendents round table holds that the teaching of foreign languages in the elementary school is conditioned, to a large extent, by the language program in the secondary school, the ability of the school to find and pay for competent teachers, and a consideration of what languages to teach.

Let the Contract Specify Architect's Authority 62 Lee O. Garber and Marshall J. Tyree

Part 2 of a series: Since statutes are relatively silent about the duties of an architect, a contract becomes the source of his authority. However, there are limitations to the finality of an architect's decision, even when an architect is given "final" authority in a contract.

A.S.B.O. Celebrates Golden Anniversary in St. Louis 64

In its golden anniversary meeting in St. Louis, the Association of School Business Officials of the United States and Canada debates certification, stresses professionalization, proposes more research, and outlines an expanding program for school business administration.

Rural Education Must Retain Unique Rural Values 76

The N.E.A. Department of Rural Education, meeting in Louisville, Ky., adopts a platform calling for the "reorganization of school districts," but the rural superintendents would have education guard jealously such "rural" qualities as individualism and self-reliance.

Vol. 66 No. 6

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Published monthly by The Modern Hospital Publishing Co., Inc. (subsidiary of the F. W. Dodge Corporation), 919 N. Michigan, Chicago 11, Ill., U.S.A. Irving W. Hadsell, president; Robert F. Marshall, executive vice president; Robert M. Cunningham Jr., vice president and editorial director; H. Judd Payne, vice president; J. W. Cannon Jr., assistant vice president; Stanley R. Clague, secretary; Howard M. Thompson, treasurer. Subscriptions, 1 year, \$4; 2 years, \$6. Outside U.S., U.S.P., Canada, 1 year, \$6; 2 years, \$10. Current copies, \$1 each. Member, Audit Bureau of Circulations; Associated Business Publications; Educational Press Association of America. Microfilms, University Microfilms, 313 N. First St., Ann Arbor, Mich. Second-class postage paid at Chicago, Ill., and at additional mailing offices. Published on the 20th of the month preceding date of issue. Allow 30 days preceding publication date for change of address.

Change of address notices, undeliverable copies and subscription orders should be sent to: The NATION'S SCHOOLS, Circulation Dept., 919 N. Michigan Ave., Chicago 11, Ill.

THE NATION'S SCHOOLS

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SCHOOLHOUSE PLANNING

Plan Maintenance Savings Into New Buildings 70 M. R. Baker

Dollar-saving operation-maintenance of a school building is the result of careful planning of the site, structure, general building, and mechanical phases.

Tower School: Answer to Big-City Problems? 74 W. Brubaker

In order to conserve ground space, the new school of the future may be a tower school. Each tower floor would accommodate 128 students; the gymnasium and some other facilities would be built underground.

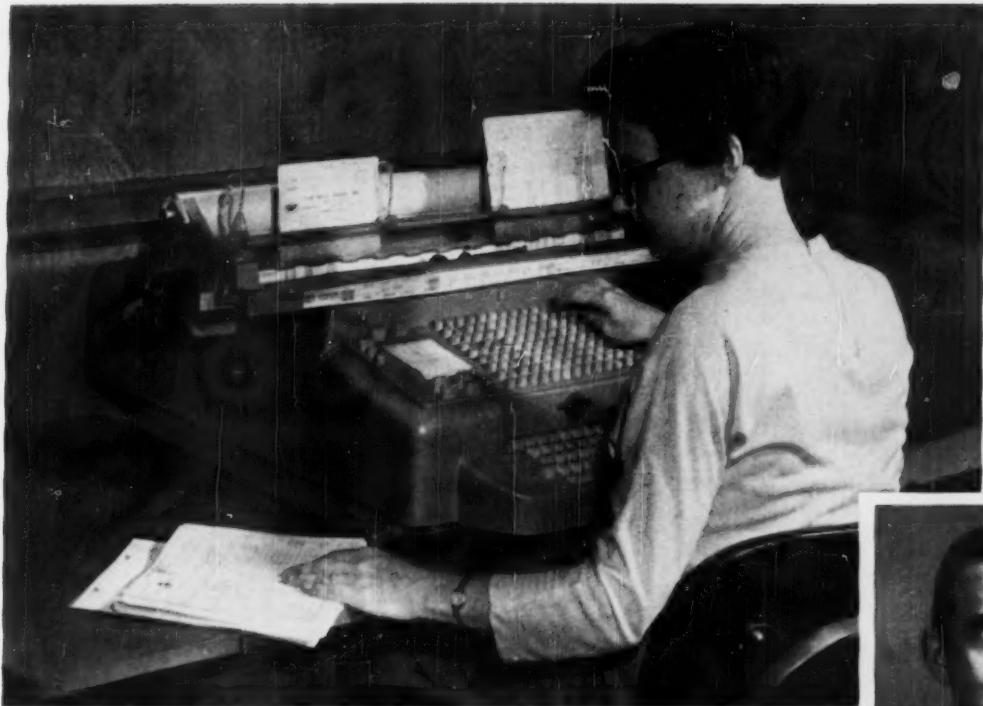
SCHOOL LUNCH

First Goal: Good Nutrition, Food Habits 78 Mary deGarmo Bryan

At its 14th annual convention in Washington, D.C., the American School Food Service Association places emphasis on the first goal of a school lunch program: good nutrition, sound health, and the development of good food habits in children.

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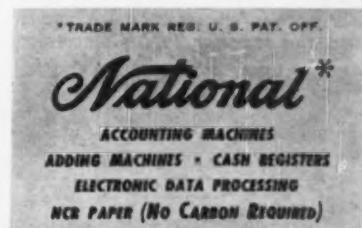
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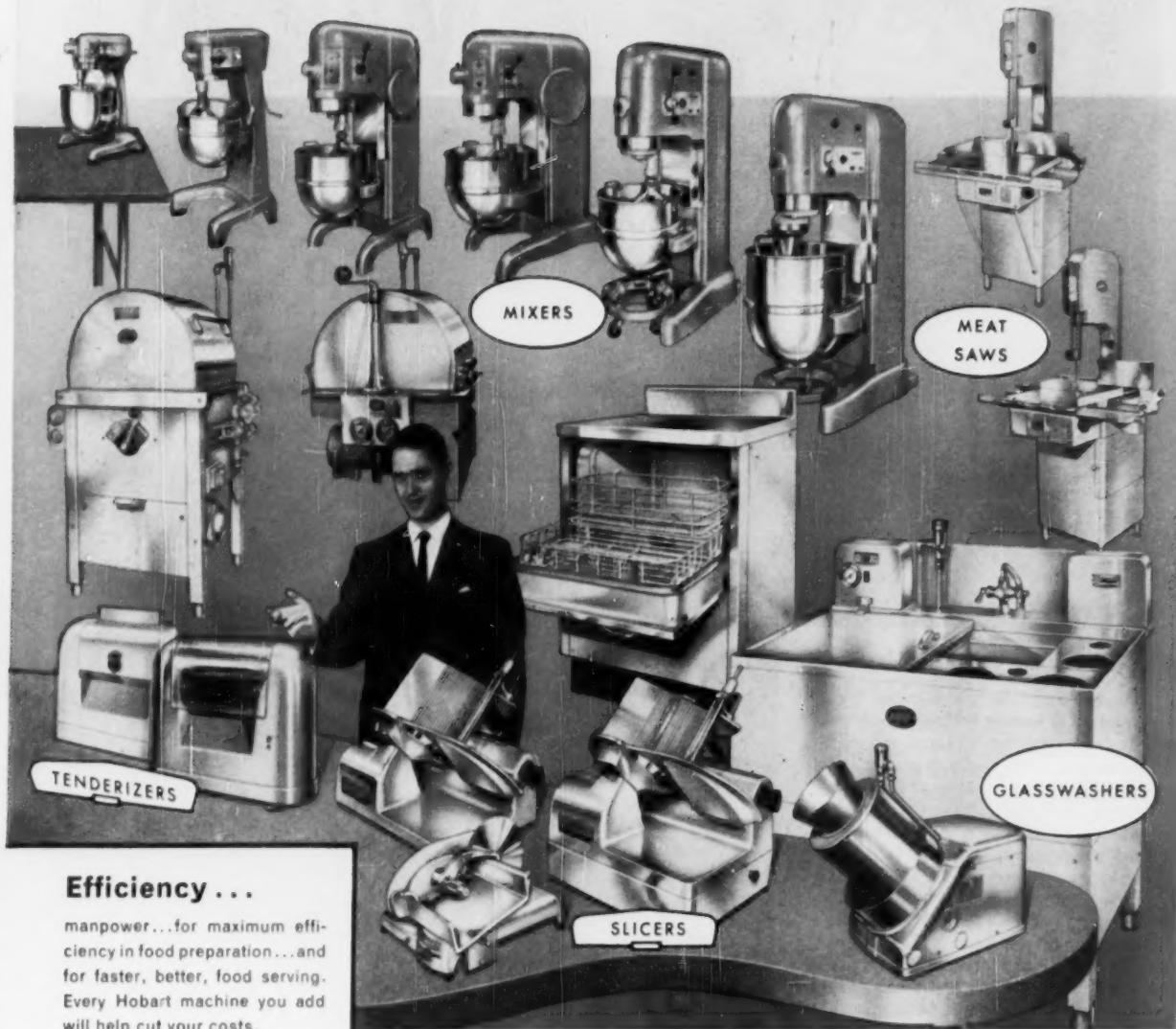
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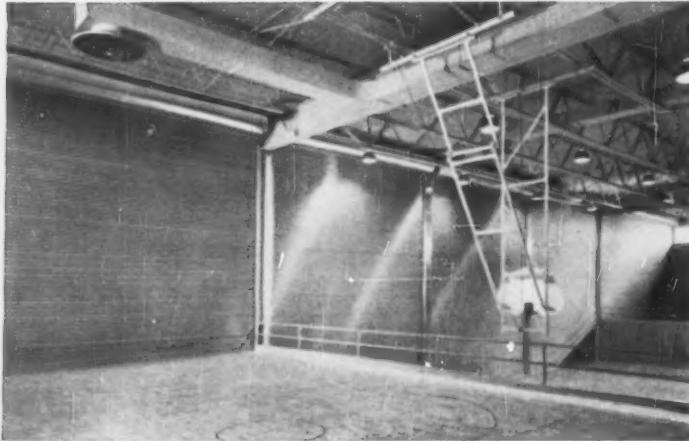


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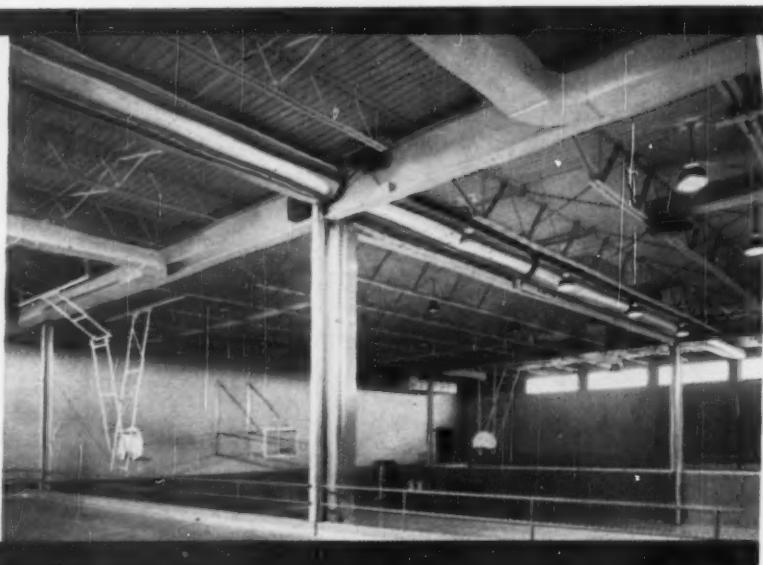


Interior view of gymnasium of the recently built Port Huron (Michigan) High School with divider of five Mahon Rolling Walls. Architect: Louis C. Kingscott and Associate. Contractors: Collins and Catlin, Inc.

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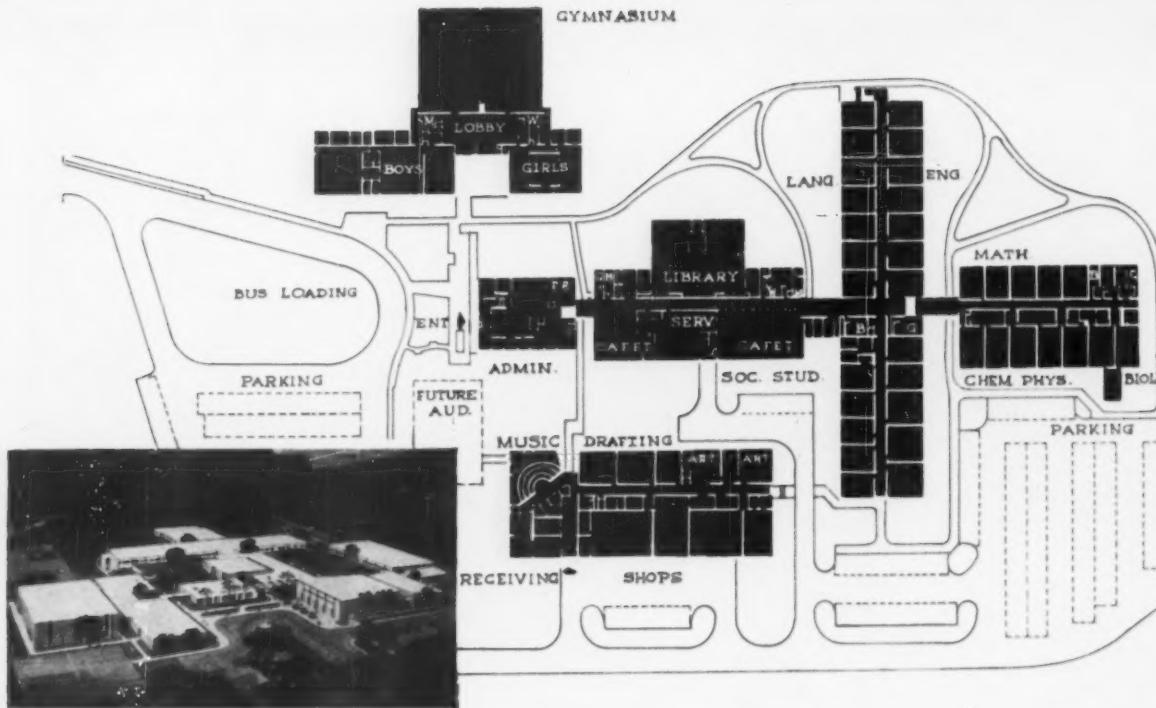
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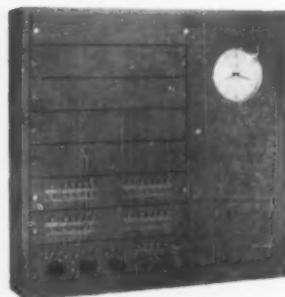
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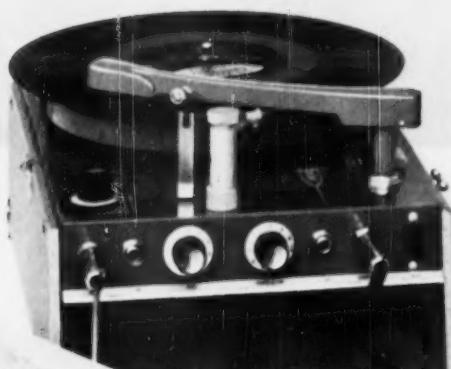


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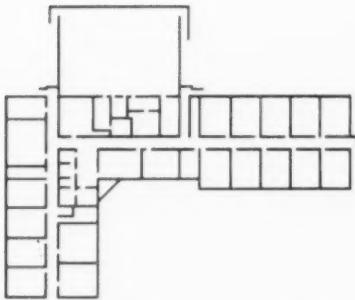
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protects the record. The Pronunciator capitalizes on the advantages inherent in disc recordings—ready availability, low cost, and ease of operation. Virtually all students are already familiar with phonographs and will know how to operate the Pronunciator with only a minimum of instruction. Not only is the acquisition cost low, but the Pronunciator requires no architectural modification or expensive construction. Yet it is surprisingly versatile, has an input jack for audio signals from a tape recorder, radio, or teacher's amplifier, also has an output jack to teacher's monitor and an a.c. outlet for film projector. It requires little maintenance, is as ruggedly built and dependable as all Newcomb Audio equipment. It weighs just 12½ pounds, can be easily carried from one room to another or taken home for special assignments. It takes up little room in storage—measures 6 ¾" x 9 ¾" x 14 ¾". It plays any size record up to 12". Write for your free copy of Bulletin AV-11 which describes the Pronunciator in detail. Handy bid specifications are also available to qualified personnel.

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retain its use for the sole benefit of Viewlex. For this reason we have
made this development and its manufacturing techniques available to all legitimate
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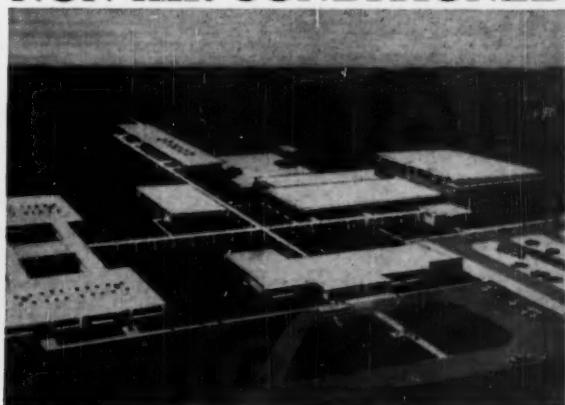
WHICH SCHOOL COST LESS TO BUILD?

AIR CONDITIONED



Oak Grove Junior High School
Clearwater, Florida

NON-AIR CONDITIONED



Pinellas Park Junior High School
St. Petersburg, Florida

An exclusive Herman Nelson report on the economies of school air conditioning

These schools are being constructed under the supervision of one school board. Each will become a part of the Pinellas County, Florida public school system. Each was designed by a different architect. The schools are identical in terms of educational space and facilities. For accurate cost comparisons, it should

be noted that the non-air conditioned school conforms to Florida state design requirements for natural light and ventilation in schools. The air conditioned school was permitted special design liberties by the state which, because of air conditioning, become both possible and advisable.

Herman Nelson presents a complete cost study
of this unique project on the following pages



AIR CONDITIONED SCHOOL COSTS \$15,918 LESS!

Now underway: The first realistic comparison of year-round air conditioning versus conventional heating systems for schools

Leading architects and school planners have contended for some time that the air conditioned school can be *constructed* and *operated* more economically than school plants with conventional heating systems. This pioneer project in Pinellas County, Florida has already confirmed the precedent that:

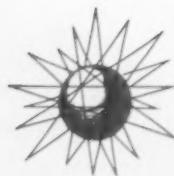
An air conditioned school can be built for less—\$15,918. *less in this case*—even in areas where costs for heating and ventilating are relatively low and those for air conditioning high!

Many other factors are also being studied. A three year research program, underwritten by the U. S. Office of Education, will evaluate the advantages of air conditioning in terms of (1) operating expenses, (2) student attendance, (3) increased use of school facilities and (4) "learning environment."

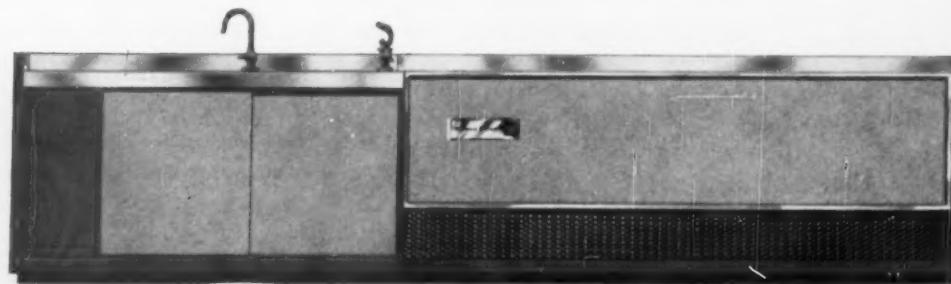
Plot orientation is no problem for the air conditioned school since air conditioning eliminates the need for natural breeze ventilation. As a result, Pinellas County's Oak Grove school is more compact—requires less space than its non-air conditioned companion. These and many, many other construction details sharply reduced construction costs of the Oak Grove school.

Another key cost influence is the *type* of air conditioning system selected. Low-cost year-round thermal control is being achieved at Oak Grove school with efficient Herman Nelson HerNel-Cool unit ventilators. The HerNel-Cool system acts as a thermal "handy-man" in school rooms . . . fulfilling the special needs for sensitive heating, ventilating and natural cooling (with outdoor air) plus mechanical cooling in hot weather.

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Product Engineering magazine's "Master Design Award" awarded to Herman Nelson for new unit ventilator styling.



AIR CONDITIONED SCHOOL:

Oak Grove Junior High School

Clearwater, Florida

CONSTRUCTION FACTS

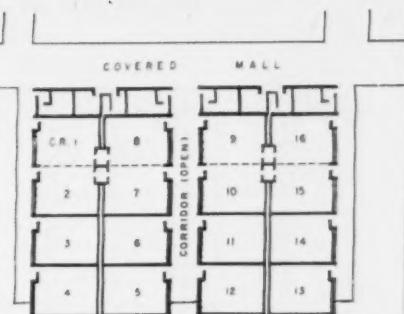
Will contain same basic facilities as those in Pinellas Park school. Features a very compact scheme made possible by air conditioning. Classrooms are rectangular . . . narrower dimension reduces corridor length. Mall connects various parts of the school and has plastic skylight. Window sills are high since there is no need for ventilation cooling. Concrete block with brick facing. Roof is gypsum decking supported by steel joists. Herman Nelson unit ventilators will heat, ventilate and air condition classrooms. Unit ventilators are located on the inside walls which are separated by mechanical core space containing piping, wiring and admitting ventilation air.

CONSTRUCTION COSTS

(Costs include a total of 24 classrooms, an additional eight classrooms will be added later.)

Mechanical (electrical, plumbing, heating, ventilating and air conditioning).....	\$235,640
All other construction.....	\$439,232
Total cost	\$674,872

Architect: Bruce and Parrish, A.I.A., St. Petersburg, Florida
 Consulting Mechanical Engineer: Healy & Latimer,
 St. Petersburg, Florida



NON-AIR CONDITIONED SCHOOL:

Pinellas Park Junior High School St. Petersburg, Florida

CONSTRUCTION FACTS

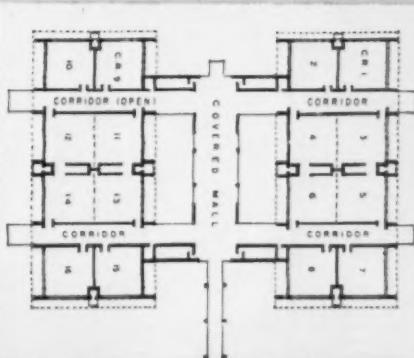
Pinellas Park school approaches campus-style design. A cluster plan for maximum breeze ventilation. Classrooms are nearly square with windows on two sides where possible. Buildings occupy one-half of 20-acre site. 32 classrooms, gymnasium, auditorium, cafeteria, shops, home economics rooms, library and administrative offices. One story buildings of concrete block with brick facing. Roof is pre-cast concrete. Classrooms have plastic-dome skylights. Heating is residential-type gas-fired furnaces, one unit serving two adjoining rooms. Exhaust fans serve rooms without windows on two sides, according to Florida State school building regulations.

CONSTRUCTION COSTS

(Costs include a total of 24 classrooms. Eight more will be added in future construction.)

Mechanical (electrical, plumbing, heating and ventilating).....	\$180,498
All other construction	\$510,292
Total cost	\$690,790

Architect: Charles L. Colwell, A.I.A.,
 St. Petersburg, Florida
 Consulting Mechanical Engineers: Healy & Latimer,
 St. Petersburg, Florida



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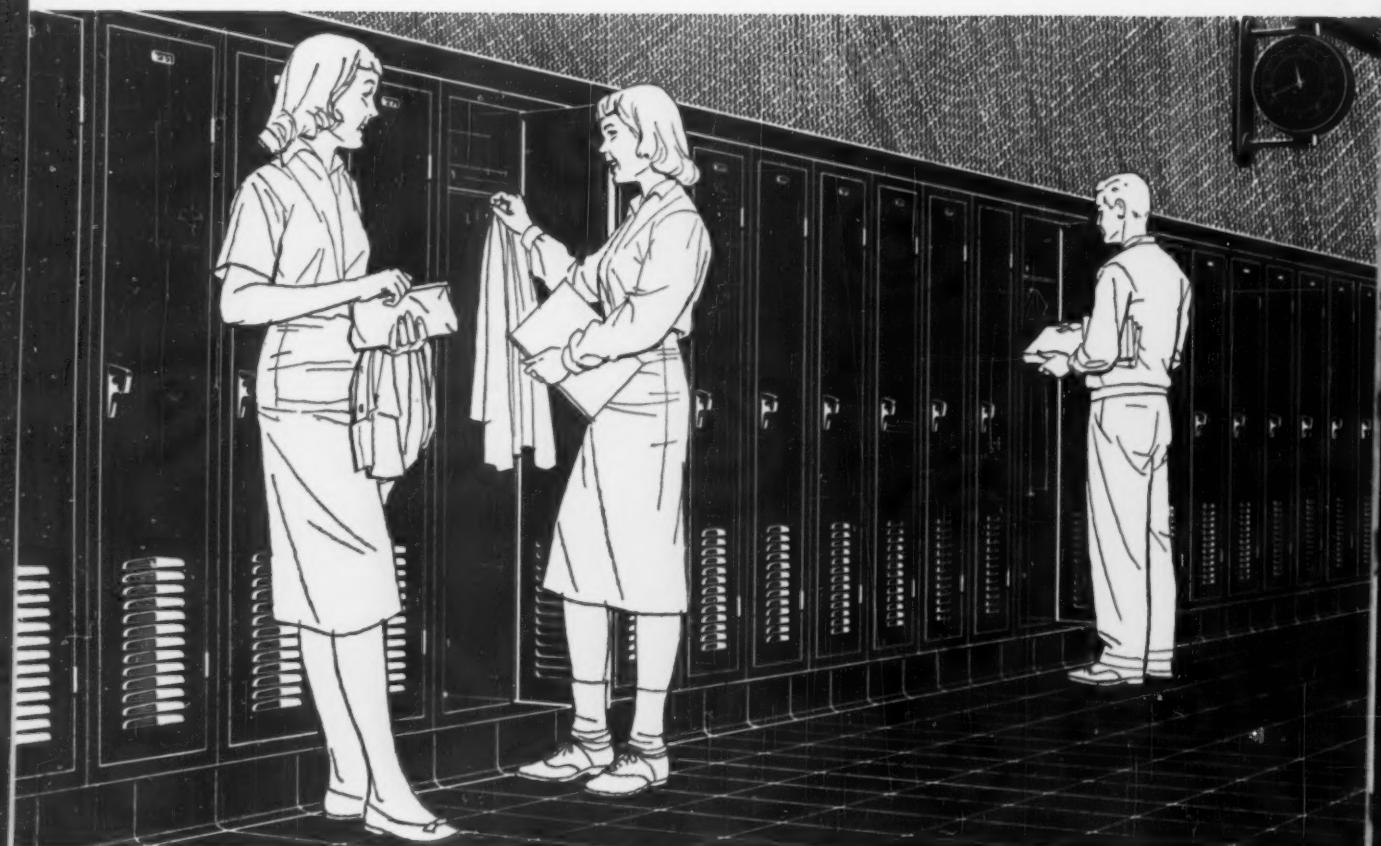
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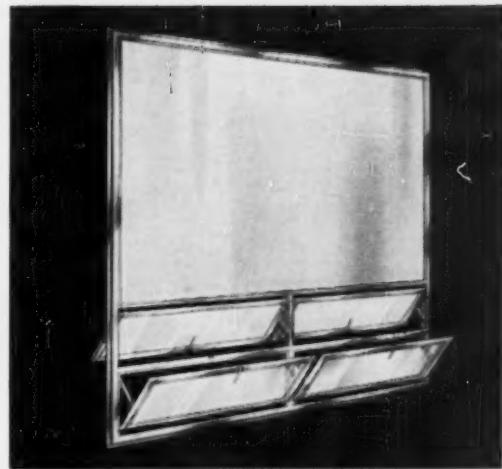


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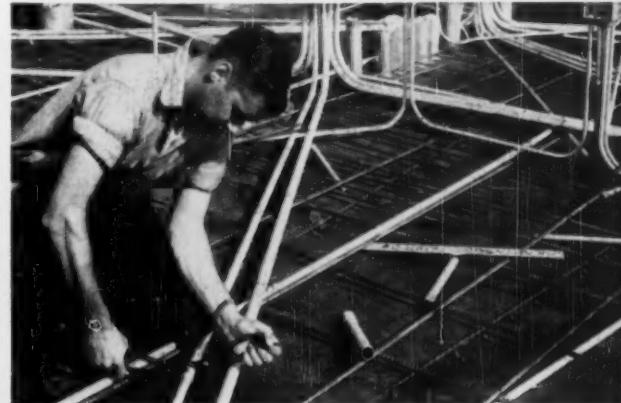


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ON THE SHELF

with James M. Spinning

Reflections Induced by Reading Conant's Memo

RECOMMENDATIONS FOR EDUCATION IN THE JUNIOR HIGH SCHOOL YEARS. By James Bryant Conant. Educational Testing Service, Princeton, N.J., 1960. Pp. 48. 50 cents or three for \$1.

If the superintendent's reading ability equals the 200 w.p.m. that Dr. Conant's new report marks as a minimum for successful completion of the ninth grade, he undoubtedly has long since spent the 40 minutes its 34 pages of active text require. Also he probably has read at least two press reviews plus the author's own resume in the *Saturday Review* of October 15. And who better than Dr. Conant knows what Dr. Conant said? It is easy to guess, too, that the superintendent and his board members have already applied the Conant criteria, with varying degrees of complacency, distress and dissent, to their own schools.

What follows here should therefore be regarded less as a proper review than as mere stream-of-consciousness reflections induced by reading the report and the comments of others.

First, however, I hasten to say that I am in large agreement with the author's findings, and that I relish their specificity and the lovely stark prose in which they are couched. What few adverse comments I have read tend to cancel out each other; they seem evenly divided between those that reproach him as too rigid and those that claim he is too pliant.

Some critics would have Dr. Conant apply to average students the same rigorous standards he sets for those in the top percentiles. The root-and-branch fellows are not pleased that he should find so much in American schools that is sound and worth preserving. They are annoyed that he should be "purposely conservative" and more concerned with the feasible than the dramatic; in short, they are annoyed with his insistence on touching first base first.

One cannot help observing that few of the hypercritical ones manifest much of Dr. Conant's genius for analysis, his ability to get down to the specific, his objectivity, or his clarity. Perhaps they have developed psychological blocks against any vote for Aristides.

I feel safer in the company of a man

who has done on-the-scene exploration in 237 junior high schools in 90 school systems across the nation; who, while taking judicious note of points of disagreement, refused to go further than the evidence carries him, and, neither defensive nor censorious, comes up with 14 recommendations of positive import.

While Dr. Conant makes one passing reference to the origins of the junior high movement, he wisely refrains from any elaboration that would get in the way of his immediate purpose. But it may do no more harm than good if we take a look at the considerations and the conditions which put the junior high school in business some 45 years ago, and, as we go along, examine the extent to which they are still operative.

High Hopes. The junior high school started with happy auguries. It caught on fast. The school district I know best went for it hook, line and bait-can. Rochester, N.Y., had the first junior high school east of the Mississippi. The "philosophy" of the new unit and its 7 through 9 grade structure, whatever the variances, became a model throughout the land. The general concept of "the junior high school years" has never been seriously challenged, and Dr. Conant does not challenge it now.

As I remember it, the movement really began when G. Stanley Hall discovered adolescence. Teachers already knew

THE preliminary report of James Bryant Conant on his study of the junior high school was published in its entirety in the April issue of *The Nation's Schools*.

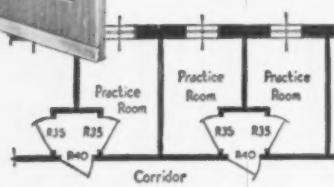
about it. But Dr. Hall helped them better to understand that the youngster as well as the teacher has trouble with his troubles. He gave teachers new hope that they could learn how to cope. His two fat volumes found their way into the hands of school administrators and teachers in training schools. Study clubs were formed. It began to look as though the problems that the adolescent presents could be explored and handled better in a separate program and structure.

What years should be included? The work of Grade 8 was widely regarded

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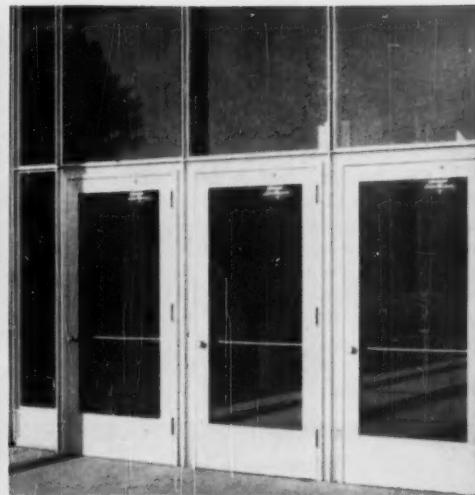
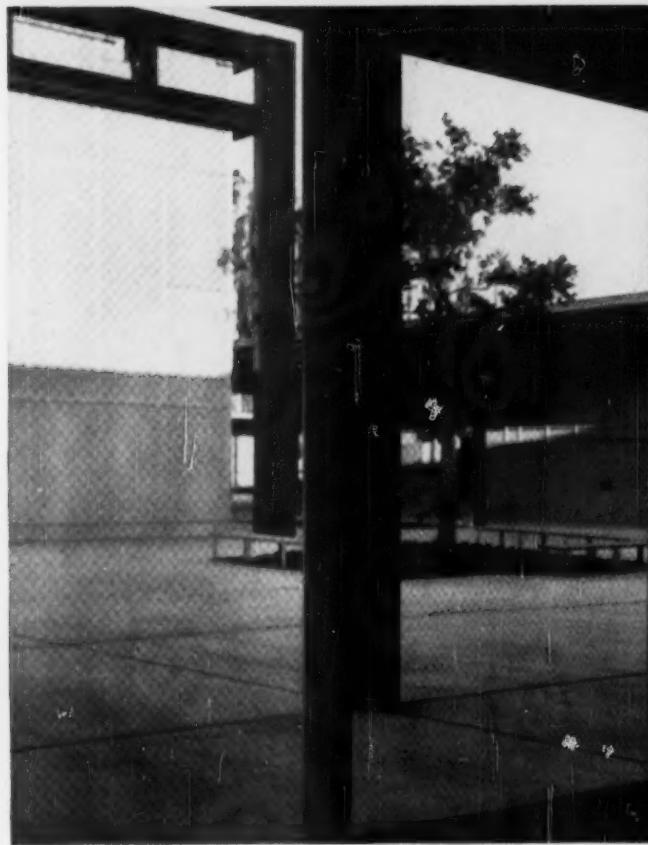
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On the Shelf

(Continued From Page 28)

as repetitious. To questing or merely restless boys and girls it was just more of the same. For many of these young people it was a year of terminal education. The law said that at the year's close or at age 14, whichever came first, they could escape to the freedom of a job or of the pavements. But you couldn't have a separate school for one grade only. Besides, puberty didn't always wait for Grade 8. Let's include the seventh grade.

How about Grade 9? Good! Perhaps the earliest leavers would stay a year

longer if that were the final rather than the beginning year of a new school sequence. This way a lad could say that he'd been to high school, and job getting might be easier. From the administrator's standpoint the three-year junior high meant a logical and defensible unit in a six-year secondary span. He was not slow to see the advantage of special commencement circumstance and a bit of pomp as inducement to remain for junior high graduation.

Hoopla! I don't remember caps and gowns at *any* high school graduation in the early days. That was before high schools had resorted to these trappings

— less for ostentation than saving families the price of one-shot graduation dresses. Also it was long before anybody got the fool notion that it would be cute to "graduate" kindergartners in academic regalia with *magna cum laude* in sand pile.

One can cheer heartily Dr. Conant's excoriation of the junior high schools that ape the senior high with interscholastic teams, marching bands, and other extravagant monkey business. But let's say bad words, too, for senior highs that copy college sports and sporting life. Then let's add a few for otherwise adult communities that demand and get more daily newsprint about prize fights and bowling scores than about any other aspect of life. And then let's get back to our job of helping each new generation to sounder values.

I am still waiting for a top Ph.D. thesis on the psychological effects of being a football hero or a harvest queen at age 15. What does junior athletic or social heroism do to the heroes and heroines? I've seen too many heroes and heroines so laden with early laurels and mass plaudits that they never get over it. Never again could life be so glamorous. I think of the men at age 70 with nothing more recent of which to boast than the best completed pass and touchdown of the 1909 season.

By conniving at such premature fulfillment are we leaving too many youngsters with no more important goals to make? It is right for them to covet adulthood. What kind should they covet? What patterns do we show them?

Guidance. From the outset guidance and "exploratory experience" in subject matter were key words for the junior high grades. It was then that individual abilities and bents first strongly proclaimed themselves. Much of the initial guidance was job centered. An early marketable skill held the greatest appeal to many pupils and parents as well as to industry. But almost simultaneously the picture began to change. Three years of compulsory schooling took away a large part of the motivation that established the junior high. The labor market started to shift, so that today few employers want pretrained machine hands. Specialized training can be given better on the job. The call is for brain-trained junior mechanics and technicians and persons with college level ability.

There is ample justification for Dr. Conant's counsel that only generalized shop and home economics be offered in the junior high school. Guidance programs in the junior high grades now mostly stress further education — ahead and right now — on the "solids." Most especially this means an all-out insistent and persistent school program devoted

(Continued on Page 32)

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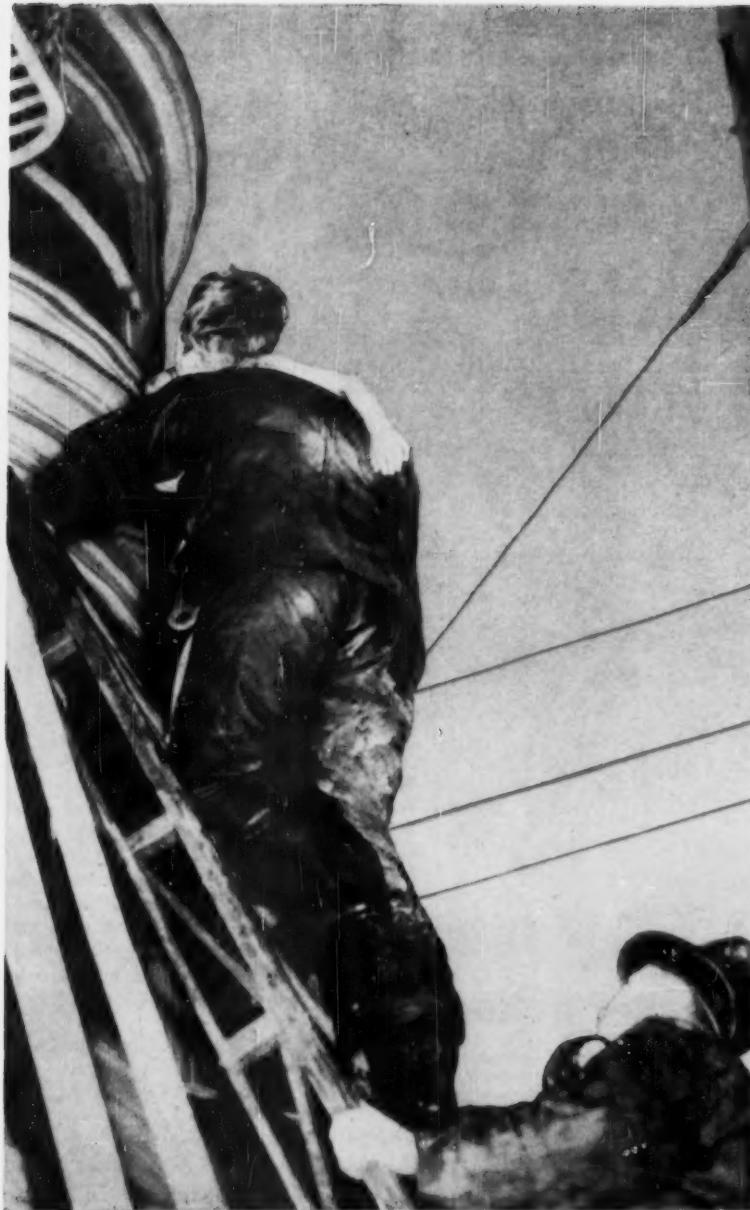
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BLISS

FIRST...WHEN SECONDS COUNT

(Continued From Page 30)
to reading skills and to the remedial reading work for which too few of our teachers are prepared adequately.

Substance More Than Form. Readers should note well Dr. Conant's constant reminder that the program of the junior high years is more important than its precise housing. He finds educators differing widely as to where, for instance, the ninth year belongs. But he salves my conscience somewhat.

In the rigors of the Depression era I had to preside over the dissolution of the 6-3-3 plan and convert it to a 7-5 plan. More than half of the seven lower

grades already were backed up in the elementary schools, and some of the senior highs could take no more. But the 7-5 plan fitted all the way around, enabling us to escape a building program.

We cooperated with necessity. We told ourselves that by now we were so far imbued with the importance and technics of the junior high years that separate housing was not as necessary as it had been at first. Relieved of the complaints of parents who felt that their seventh graders were still too young for the big change and the longer trek, we devoted ourselves more strenuously than ever to program articulation. But I've been busy ever since explaining

our capitulation and insisting on my personal professional preference for a 6-3-3 plan.

While Dr. Conant makes no fetish of unvarying grade clusters, he is firm for articulation. I'm for it, too. But often I've had a vagrant feeling that, in our extreme care to connect the leg bone to the thigh bone, we may be robbing children of the legitimate thrill of handling new and strange experiences. Sooner or later every lad has to adjust to a job or a new job, to the army or the navy, to being married, or something. He has to learn to take on "a new life" without terror, with energy and with a touch of joy.

Maybe early experience in adapting to the changing world we are always talking about is good medicine for young people. Surely their parents show less reluctance about yanking them around the map than we do about shifting their school gears a bit. But this, you say, is heresy; other vicissitudes are increasing so fast that they need no assist from us. So I go along with renewed efforts to maintain a decent, unbroken and painless sequence in the rungs of the educational ladder.

"Is Sex Necessary?" Am I wrong in believing that one of the strongest initial assets of the junior high school rested on a phenomenon so simple and awesome as sex? I am thinking of the faculty. Forty years ago few children ever saw any man in the elementary school except the principal and the janitor — none in the classroom. Was it any great wonder that some boys regarded education as a commodity for women only and the school as another citadel of Momism?

I'm all for the ladies, but I know that there are times when a boy needs to have a man around the place. There is a period in which he can give heed and loyalty only to a man. No woman can command it of him. Instinctively he is trying to build a male pattern — and he should.

Here again conditions have changed in such a way as to lessen part of the initial need for the junior high school. There are many more men in elementary classrooms, but still far from enough.

At first, and regrettably, most of the men in the junior high were there primarily to teach trade subjects, but they had a mighty effect on its discipline and tone. The women for the new unit were recruited almost entirely from the elementary schools. We wanted those who knew seventh and eighth graders, those who were the most skillful and adaptable, and those who were keen to grow up to the new job. We feared that teachers from the old high school would think they had to grow down. Over-all co-

(Continued on Page 98)

new

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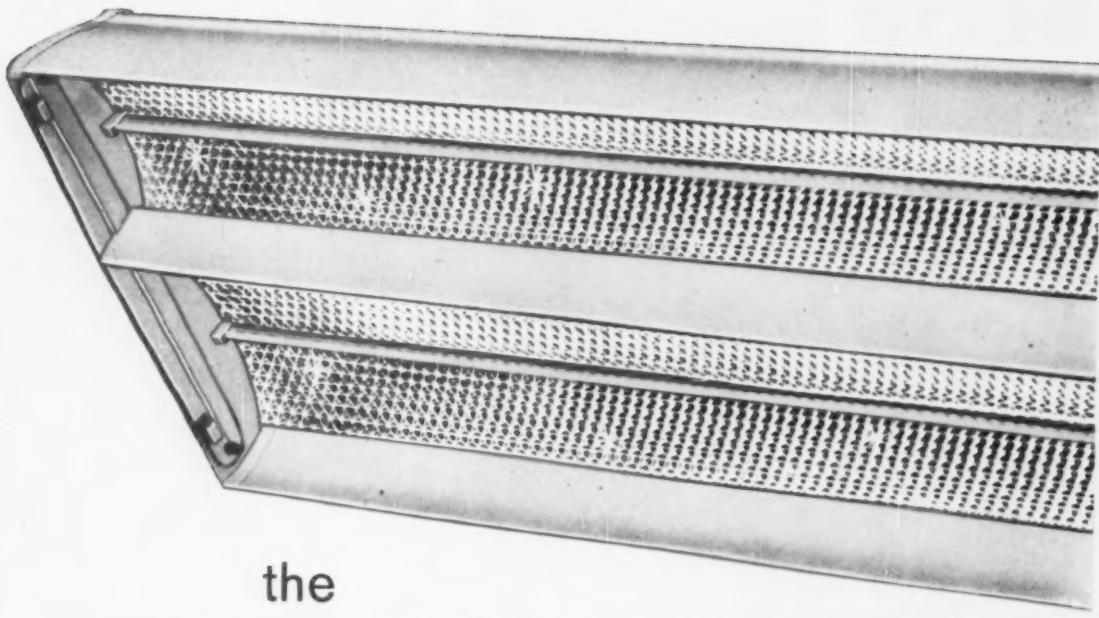
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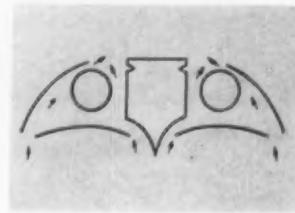
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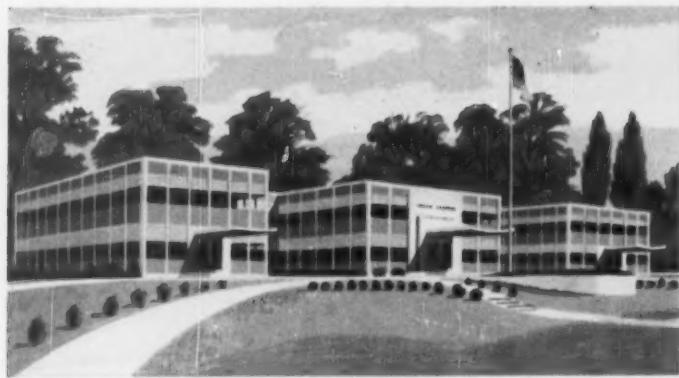
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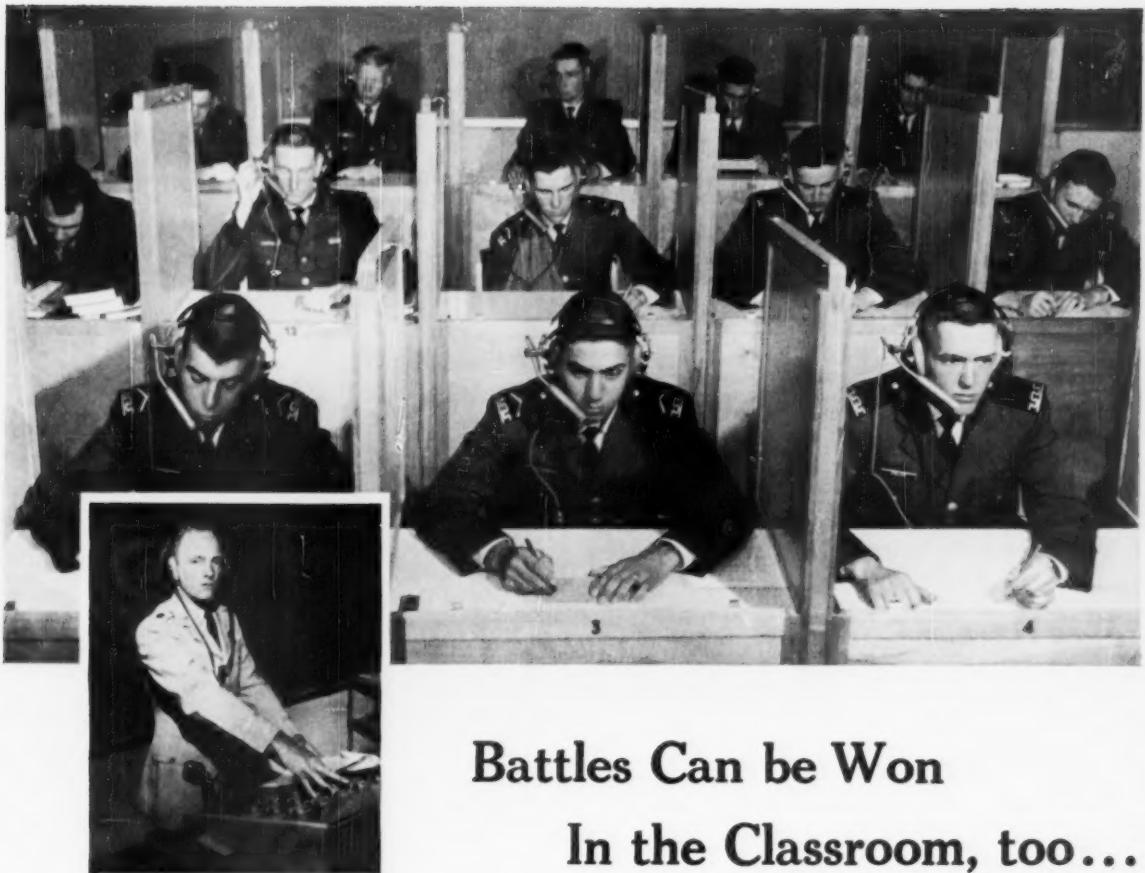


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*Captain Robert F. C. Winger
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Mr. Stromberg at the site of Caldwell—West Caldwell School District's newest high school.

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The job: General Accounting and Payroll for this nine-school district. **The equipment:** a Burroughs Sensimatic Typing Accounting Machine. **The results:** Eric F.

Stromberg, secretary and business manager for the district, says, "Our Burroughs machine has cut records preparation time in half. But most important, we get permanent, up-to-the-minute records, comprehensive data for decisions by our school board."

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LOOKING FORWARD

Letters and Lessons in Puerto Rico

THOSE of us who believe firmly in the separation of church and state cannot dismiss lightly the Puerto Rican incident. The pastoral letters from the island's three Roman Catholic bishops, read in the Puerto Rican churches on two successive Sundays, October 23 and 30, warned Catholics that it would be "a sin of disobedience" for them to vote for the governing Popular Democratic Party.

One of the disagreements in this conflict between the Roman Catholic hierarchy and the government of Puerto Rico is over released time for religious instruction.

DISAGREE ABOUT RELEASED TIME

The situation was explained to us in a statement from the New York office of the Commonwealth of Puerto Rico, Department of Labor, Migration Division. The statement reads:

"The laws of Puerto Rico provide for a public education system and specifically permit the education of children in accredited private institutions without regard to religion. Despite extensive gains in school construction and teacher training in the past 10 years, public schools are still overcrowded and many pupils are on split sessions, attending school only part of the day. A 'released time' bill providing for time off from school for religious instruction was introduced in the legislature in the 1960 session but was defeated. The position of the Puerto Rican government and the Popular Democratic Party was that since many children attend school only three hours a day, sufficient time existed outside school hours for their religious instruction and further reductions in school hours would seriously interfere with their education."

LETTER CRITICIZES POPULAR DEMOCRATS

The attitude of the church on this issue is expressed in the first pastoral letter.

A translation (from the Spanish) of this letter has been obtained through the National Catholic Welfare Conference press office in Washington, D.C. The letter quotes from and refutes a platform of the Popular Democratic Party as follows:

"The P.D.P. program says: 'The Popular Party, which believes that religion is a profound part of the great civilization to which it aspires . . . favors every legitimate church function, including religious instruction . . . [when they are carried out] in such way that church-state separation, which is so necessary for the spiritual peace and democracy of our people, is strictly maintained.'

"We regard this part of the P.D.P. program as an enormous contradiction," the pastoral letter continues. "If religion is a profound part of the great civilization to which the P.D.P. aspires, why is it that the P.D.P. wants to limit the religious instruction to 5 per cent of our school children; that is, to those attending parochial schools?"

Then the letter criticizes the Popular Democrats for not repealing a law permitting the teaching of birth control and for public tolerance of common law marriage.

DENIES WILL OF THE PEOPLE

The underlying conflict is stated clearly in the pastoral letter, as follows: "The Popular Party's philosophy is anti-Christian and anti-Catholic. . . . It is based on the modern heresy that the popular will, not divine law, decides what is moral and immoral. It is not our intention to impose Catholic morality on the government or on citizens, but it is certainly our duty to prohibit Catholics to give their votes to a party which, denying Christian morality, accepts the morality of 'the rule of liberty.'"

Commenting editorially, the *Chicago Daily News* states, in part: "Governor Munoz-Marin protested the bishops' order as an 'incredible and unjust intervention in political liberties.'" A statement from the Vatican, however, upheld the authority of the bishops, adding: "The situation in Puerto Rico has presented a character of particular gravity from a religious and moral point of view."

Residents of the Commonwealth of Puerto Rico are citizens of the United States, but do not vote in federal elections. Their public schools are financed and administered by the island's central government, and

no public funds are diverted officially to parochial schools.

INFRINGEMENT OF CIVIL RIGHTS

Answering questions during the election campaign, Sen. John F. Kennedy told newspaper reporters that the pastoral letters were "improper." They were more than improper. They were a direct violation of the principle of church and state separation. They were an infringement upon civil rights — not for an unknown people in a far away land — but for citizens of the United States.

Cautious About Certification

SCHOOL business officials* are practical people. They have to be. They are judged by their works.

Consistent with this fact, the Association of School Business Officials takes a practical approach to the problem of certification standards for the school business manager and his executive staff. This question was studied intensively at the annual meeting of the A.S.B.O. in St. Louis last month. (See page 64.)

Professional status for its active members is the sincere objective of A.S.B.O., but it wants to be doubly sure that standards of certification do not minimize the importance of experience.

President-Elect Herschel S. Brannen, deputy superintendent in charge of business administration for the schools of Houston, Tex., expresses our point of view, too, in his statement at the annual meeting:

DON'T UNDERRATE EXPERIENCE

"Of course, we want to increase the competency of school business officials, and we realize that setting up certification standards is a part of this picture. However, I believe we should approach this problem with deliberate caution — to make sure that we recognize the value of practical experience. Most needed now is the further development of worth-while courses in school administration at institutions of higher learning."

The forthright decision of the association to concentrate on this problem during the coming year was expressed in a resolution urging all members "to give serious consideration immediately . . . to the various aspects of certification as it applies to school business administration."

A Thesis on Christmas

BUT your Christian friends may be offended," counseled the man of Jewish faith to whom I confided this idea for a Christmas editorial.

I had explained to him my thesis that Christmas belongs to all of us — the atheist, the Jew, and the gentile.

*Our use of the term "school business official" is limited to the school business manager or his equivalent and to other employed personnel having administrative or supervisory responsibility for non-instructional services.

He looked at me quizzically, and so I asked, "What does your religion (Jewish) think of Christ? Do you recognize Him historically?"

"Yes, indeed," replied my friend. "We think of Christ as a teacher, but we differ from Christians in that we do not think he is the Messiah."

"That's my point," I said. "Christ was a great philosopher and a great humanitarian. The moral principles of Judaism and the humanitarian teachings of the New Testament are virtually the foundation of the Bill of Rights and the ideals of democracy upon which this nation is founded. Some of our great convictions concerning the rights and privileges of the individual come from Judaeo-Christian teachings."

"Perhaps," conceded my friend, "but to most people in this country Christmas is primarily a *religious* holiday, and your friends may think you are belittling its religious significance."

"Probably so," I replied, "but I still think that every individual who has the privilege of living in this country should be grateful for the influence of the Christian culture that has nurtured this nation. Judaism provided the background for much of this culture."

ALL OF US HAVE BENEFITED

"We are a Christian nation, traditionally and historically. Whether divine or human, Jesus was a great philosopher and a great teacher, and all of us are benefiting from His teachings.

"The teachings of the church concerning His virgin birth and His resurrection are questions of religious faith for us to decide individually. But from Christ as a teacher we have inherited a pattern of living that is the hope of humanity. That is why I say that the birthday of Christ is something for all of us to acknowledge and celebrate."

My friend listened patiently, but said nothing. I thought probably he was thinking of all the injustices that have been committed in the name of the organized Christian church down through the ages and especially the inhuman treatment of his own people.

"But the mistakes of the Christian church have been mistakes of interpretation and the sins of unworthy leaders," I protested.

He smiled knowingly and said again: "You will be misunderstood."

AN AMERICAN INSTITUTION

"I sincerely hope not," I replied, "because to me and to many others Christmas is a great *religious* holiday. But I still think that every citizen (believer or nonbeliever) can conscientiously and appropriately commemorate the birthday of Christ as the natal day of a great benefactor to all of us. Politically and socially, the goodwill of Christmas is, I believe, an American institution.

The Editor

Two plus two equals FIVE, when the school library is merged with the audio-visual department to form an

INSTRUCTIONAL MATERIALS CENTER

KENNETH I. TAYLOR

THE instructional materials center begins when traditionally regarded library and audio-visual departments are combined. From this union should come not only the sum of what previously was available in two separate areas of the school, but also distinctly *new* services that result from the centralization itself.

Current experiments in class size, in independent student research, and in more effective utilization of professional staff members already are providing implications concerning changes in the use of instructional materials. More audio-visual materials undoubtedly will be used; schools will create many of their own instructional materials, and students will need additional guidance in finding information. Centralization of materials and services into a single department may be the answer for most schools. Facilities that are designed around such services — but still adaptable to future changes — will be necessary.

Not only services and materials, but also instruction in the use of these materials should be provided by the instructional materials center. Of course, economic advantages result from centralization, but better services and more effective utilization of materials already owned by the school are necessary.

This article answers questions pertaining to the philosophy and organization of an instructional materials center.

Is there a trend today toward instructional materials centers in schools?

There is an accelerating trend at present. The philosophy is almost universal in library literature. The American Library Association in its new standards supports the centralization of all materials. Some colleges and universities are experimenting with materials centers for their students and faculties. Certain states, such as California and Florida, are showing major leadership in this direction.

(Continued on Next Page)



KENNETH I. TAYLOR, chairman of the center for instructional materials at West Leyden High School in Northlake, Ill., has worked with students at every grade level from kindergarten through the university. He has taught at Eastern Illinois, De Paul, and Florida State universities. Shown with Mr. Taylor are two of his student assistants, Ann Hoffman (left) and Carole Ebert.



BROWSING and general reference room, part of the instructional materials center at West Leyden High School, has a large card catalog that is centrally located. This card catalog contains information on all instructional materials in the school, such as phonograph records, motion pictures, books and pamphlets. The card catalog also provides information on what materials can be found in other department offices of the school building. This prevents duplication. Individual rooms, with instructional materials on special subjects, are in background.

**A materials center
should be staffed with consultants
who are familiar with every type
of instructional material**

What principles distinguish a school instructional materials "service" center?

Central administration of all instructional materials and services; professionally prepared catalogs to facilitate use; equipment and space to use all materials within the premises of the center; equal emphasis upon student and faculty guidance in the use of materials; direct contact of the entire staff with students and faculty.

Is an instructional materials center more than a combination of traditional library and A-V departments?

Yes. When well planned and effectively administered, the materials center offers kinds and quantities of services that cannot result from divided departments.

What are some of these additional services?

A staff of consultants familiar with the content of every type of instructional material owned by the school; organization of materials and records enabling all school personnel to recognize relationships among different types of materials; greater emphasis upon student use of traditionally regarded teacher materials for individual and group study; school-prepared guides that coordinate materials for more efficient use by students and teachers.

Are economic advantages gained?

There should be less duplication of professional and clerical duties, fewer examples of needless duplication



Photos by Bill Engdahl, Hedrich-Blessing

INSTRUCTIONAL MATERIALS on "Contemporary Life" (social studies) can be found in this room, located just off the browsing and general reference room. This area, like other individual areas in the instructional materials center, has its own card catalog, which provides information on the materials that can be found in the room. Alphabetical listings in "little" card catalogs are duplicated in "large" card catalog in general reference room.

when purchasing instructional materials, more efficient handling of rentals of outside materials, and a saving of student and faculty time when searching for materials.

What types of instructional materials are found in a materials center?

All types that are valuable to a school. This includes books, periodicals, pamphlets, charts, posters, graphs, maps, models, portable bulletin boards, felt boards, globes, slides, filmstrips, motion pictures, phonograph records, and others.

Must all instructional materials be filed or shelved in the materials center?

No. Materials often used in departments may be kept on permanent loan in the departments. The location of these materials should, however, be indicated clearly in central records that are accessible to all school personnel. Short-term loans of materials to departments also should be made, the materials being returned after the departments no longer need them.

What is the difference between materials centers and libraries?

In many instances, libraries have indicated an exclusive interest in *printed* materials. If a library, however, assumes responsibility for all types of instructional materials, treats them in a uniform manner, and offers service in their use,

there may be little difference. There is no magic in the name alone.

What is the difference between materials centers and audio-visual departments?

Usually the absence of printed materials in the audio-visual departments. One of the basic features of the materials center is the coordination of print with audio-visual materials.

Can separate library and audio-visual departments operate as effectively as a materials center?

No, not when consultants in instructional materials (library and audio-visual staff) are in different parts of the school and have no opportunity to become familiar with the content of all instructional materials either owned by the school or under consideration for purchase.

Are there different kinds of materials centers?

Yes, because there is lack of agreement in many instances on the definition of a materials center. Some schools report that they have materials centers in each classroom. They mean that they have classroom collections that contain many types of materials. Some cities, school districts, and counties have multi-school materials centers. Frequently these are no more than central *storage* centers that distribute and collect materials. They are not the same as the centers discussed in this article. (Cont. on p. 48)

What is the primary difference in materials centers as discussed in educational circles?

Whether they are primarily "storage" or "service" materials centers. The objective of the first is largely economic. The second, while frequently realizing economic advantages, is primarily educational.

When is a materials center primarily "educational" in its function?

When it centralizes and organizes materials to promote their more effective use, when it has facilities within its premises for student and faculty use of all materials, and when it has a staff that works with students and teachers.

Why should all consultants in instructional materials have a knowledge of all types of materials?

When the content of printed, graphic, projected and transmission materials is coordinated, better teaching and learning may result. If the consultants themselves cannot relate the content of all types of materials, the burden of correlation falls upon the teacher.

What is meant by "coordinating" instructional materials?

Using various types of instructional materials together. It means learning what is available, recognizing when one

type of material will be more effective than another, adapting materials for a particular classroom situation, and using them together to reinforce the content of each.

What economic advantages result when the staff of the materials center knows the content of all types of materials?

Better selection and purchase of materials. There is less frequent purchase of one type of material on a particular subject, when there is sufficient information already available within the school in another form.

How can better selection result?

The advantages to a school might be weighed, for instance, concerning the purchase of a 300 page book, a 50 frame filmstrip, or a 10 minute motion picture on the heart. Although a school might need all three, each type of material should be selected on the basis of how its particular form best presents the subject.

Can a more specific illustration be given?

Yes. If a school is considering the rental or purchase of a motion picture on a country such as Australia, for example, knowledge of what is already available within the school in magazines and reference books would assist in better selection. If one knows that the school already has much statistical information pertaining to agricultural,



Photos by Bill Engdahl, Hedrich-Blessing

"INVESTIGATION and Invention" is the title over the door of this materials room for pure and applied sciences (above). In this picture, an entire class is working in individual research under the direction of its classroom teacher. **MIDDLE READING ROOM** (opposite) has an exhibit of a pantograph, which is shown in foreground. This reading room, entitled "Man's Heritage," includes instructional materials on music, art, literature and recreation. Some of the students shown here are viewing pictures for an art class. Art prints are available for loan and for classroom or home use.

economic and industrial development; maps pertaining to natural resources, and still pictures that can be projected, a film that places major emphasis upon this information would not be selected. In its place, a film that stresses those aspects of Australia — such as regional dialects and aerial views of ports and terrain — that are best shown through sound and motion would then be selected for our instructional materials center.

What other advantages in service result in addition to better selection?

More attention to the needs of all school personnel. Libraries, by reason of their stress on seating capacity, have emphasized service to students and study without the presence of the classroom teacher, and have given primary attention to print. Audio-visual staff members have tended to work as teacher-consultants, with little direct relation to students themselves.

What kind of personnel is needed in a materials center?

Consultants who are trained and experienced in using all types of materials. They should have a knowledge of the curriculum of the school, knowledge that comes only from experience within the school itself. They should know how to teach, and should understand the needs and interests of young people.

Isn't it difficult to find personnel trained in all areas of instructional materials?

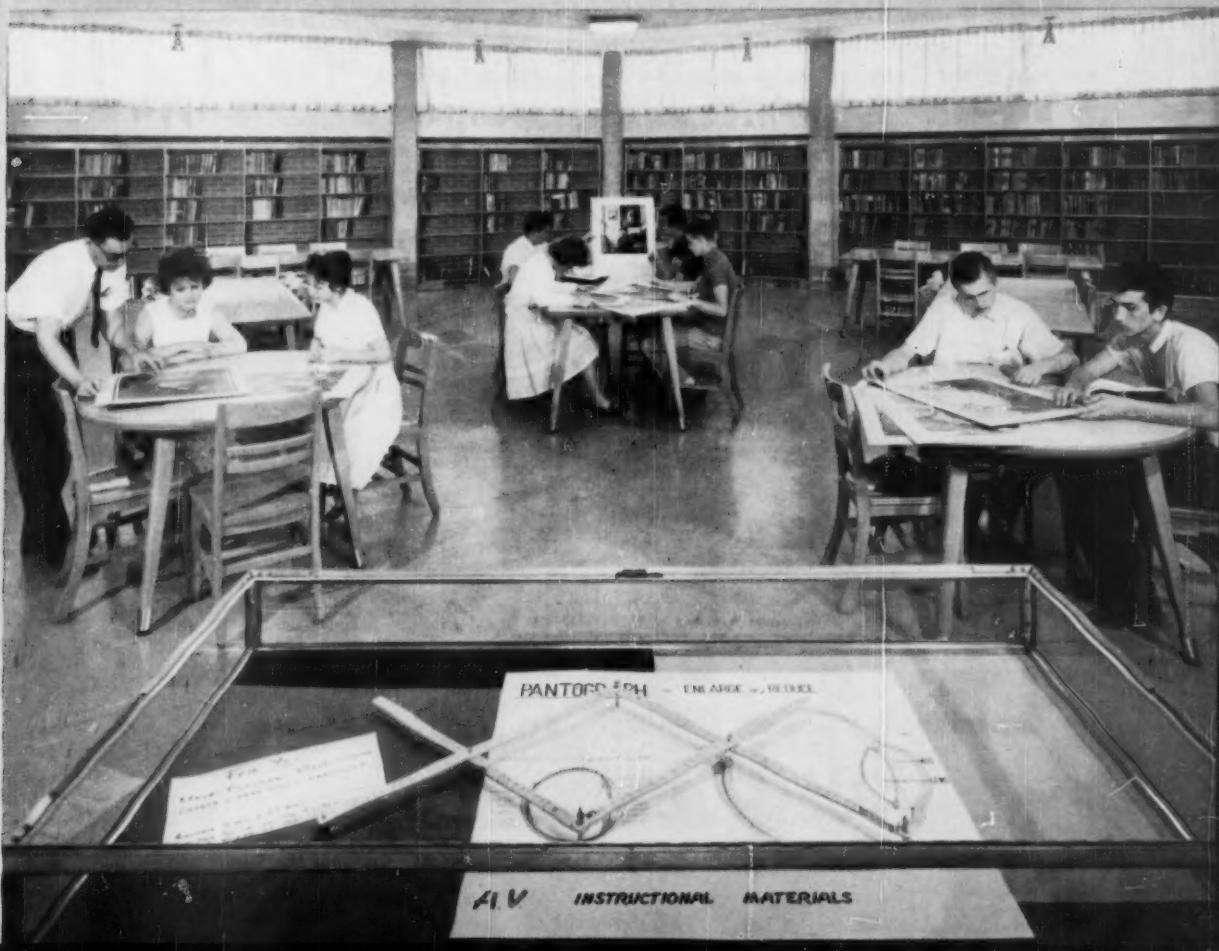
Yes, just as it is difficult to find librarians and audio-visual personnel. What is needed, principally, are consultants who have a desire to continue to understand and use all types of materials and who wish to work with young people. The principles of selection, cataloging, utilization and guidance for all types of materials have more points of similarity than difference.

Does this mean that consultants should not have specialized duties?

No. Staff members may have primary responsibilities for certain types of materials, but they should have or acquire a knowledge of other types, in addition. All staff members should work part of each day with students. They should know how to obtain materials of any type from outside sources. They should also be willing to explore methods by which materials may be prepared within the school by staff, teachers and students.

What major responsibilities should be given to consultants in instructional materials?

Responsibilities that are primarily consultative in nature. Clerical duties should be minimized and should be the responsibility of clerical workers. Whenever possible, re-



pair and maintenance of equipment should be the responsibility of the maintenance department.

What responsibilities may be given student assistants?

Responsibilities with educational value. Their duties should be rotated. Instruction should be given them in the use of all types of equipment and materials. Their work in the materials center should follow a planned course of study, with credit given.

What instruction and assistance should be given classroom teachers?

Schools should train teachers in the use of equipment and materials owned by the school. They should be shown how to find materials with a minimum expenditure of time. They also should be taught when one type of material may be used to better advantage than another.

What instruction and assistance should be given the student body?

How to care for and use all materials effectively. Students should receive an initial introduction to the center by the staff. They should be taught by their teachers in classroom situations, and by the staff of the center when they are working alone.

What services are provided by the staff?

Direct services when staff members work with students and teachers. Indirect services when they provide guides by which school personnel can find materials alone.

What form do these prepared guides take?

Basic to any materials center is the professionally prepared card catalog. In this catalog, in an alphabetical arrangement, are indexed the materials owned by the school. In some schools, outside community resources are also indicated. The subject headings used in this catalog are based on a standard list so that all materials on one subject are found together.

Are other prepared guides available?

In many schools special lists (bibliographies) are provided. They may be lists of filmstrips or of phonograph

AUDIO-VISUAL services originate in this area. The cabinets, shown in foreground, are used for storing filmstrips.

records available. As these collections grow in size, however, the value of the lists decreases. They grow cumbersome and difficult to use, and the frequent revision needed is expensive. When this is the case, the staff often provides manuals on the use of the various types of materials instead.

Can a school use its existing facilities in order to develop a materials center?

Yes, in most cases. The program of a materials center is based, first of all, upon service. Physical facilities are important only to the degree that they improve the services provided to students and teachers.

What is the first consideration when developing a materials center in an established school?

Usually whether present facilities are large enough, or if expansion is necessary to provide for additional services.

How can present quarters be adapted to provide a materials center?

Some schools utilize adjacent classrooms or study halls. Study halls are frequently converted into reading room areas, and other areas in the school are then used for study halls. Centralized records frequently are developed to allow storage of materials in departments, thus expanding shelf space.

Detailed instructions for planning and equipping an instructional materials center will be presented in the second article in this series in the January issue of *The Nation's Schools*.

THE COVER: Students appearing in the two scenes of the browsing and general reference room are: (upper photo) David Brandt, Ron Marcell, Tom Lundgren, Mary Pomian, Donna Turowski, Sue Lloyd, Darlene Michels, Pat Fausey, Linda Angelica, Carolyn Wenzloff, Rose Spina, Carolyn Geosling. (lower photo) Linda Angelica, Linda Kleis, Darlene Michels. Students select records (lower photo) from a collection that includes music, speech, poetry, lectures in science and education, documentary programs, and the like.

Photo by Bill Engdahl, Hedrich-Blessing





SO . . .

I asked the school secretary

GORDON GRINDSTAFF

Assistant Principal
Wilmette Junior High School, Wilmette, Ill.

PERHAPS you'd like to test your school secretary's spirit and aptitudes. The queries here are typical of the ones thrown at that friendly occupant in the front office by a variety of real life questioners.

You'll have to picture in your mind the various people doing the inquiring. Remember, the questions are coming at you rapidly.

Ready? The office is yours, secretary. Go to it!

1. "This was in my locker. Do you think it's a bomb?"

2. "We math teachers have just finished filling out report cards. Would you please run a quick median and mode on these grades? And while you're graphing them for us, you might calculate the statistical coefficients of correlation. You do know how, don't you?"

3. "Have ya' saw Skinny Quigsby go by?"

4. "Pardon me for bothering you, but I don't understand Section IIA of this income tax form, and I wonder if you'd mind . . .?"

5. "Come quick! The projector broke down, right in the middle of the assembly program, and — you are the only person who can fix it, aren't you?"

6. "How can you stand there and have the nerve to tell me I'm a day late in getting these forms in!"

7. "Please, ma'am, I know I should have typed up these tests myself, but I . . . please?"

8. "May I tell you something very confidential? I don't like this school . . ."

9. "As soon as you're finished with all those *little* things you're doing, will you please type up this grocery list?"

10. "What is an object of a preposition?"

11. "Have you seen my book? I can't remember the title, but . . . well, there's this large black horse, and . . ."

12. "For only a secretary, you *do* write well! By the way, at our P.T.A. program tomorrow night we could use an original skit, and a *terrific* idea just popped into our heads for that meeting . . ."

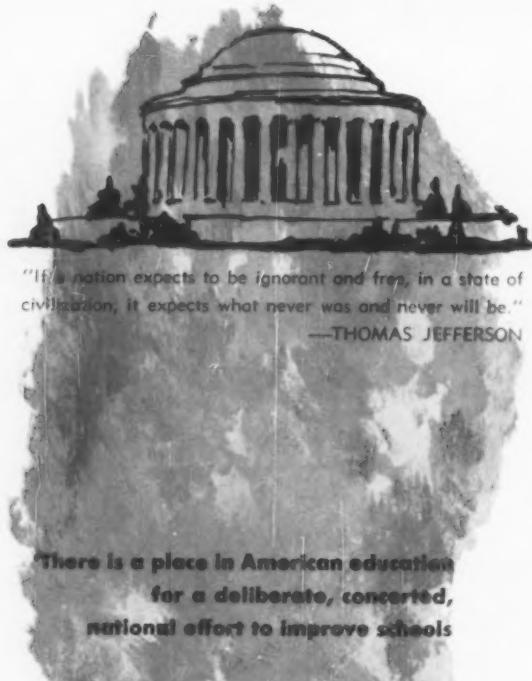
13. "When ya' see Skinny Quigsby go by, will ya' tell him I'll meet him in the cafeteria?"

14. "What should I do about these spots on my face?"

15. "Say, will you please take both of those telephone receivers away from your ears and *listen to what I'm telling you?*"

16. "You know, you're looking rather tired lately. Is something at *home* bothering you?"

Well, how well *did* you do on this school secretary's test? ■



"If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be."

—THOMAS JEFFERSON

**'There is a place in American education
for a deliberate, concerted,
national effort to improve schools'**

**'A national effort to build a
better curriculum need not mean a uniform
master plan imposed by governmental fiat,
but should reflect the best
qualities of the present national programs'**

**'The sole purpose of such an effort
should be to explore
and illuminate the relationship
between education
and our national purposes'**

JOHN H. FISCHER

Dean, Teachers College, Columbia University

A National

A FAIR number of the critics and the defenders of American education fall into a common error. On both sides of the discussion arguments are offered and proposals made as if the choices available to us were between right and wrong, wise and foolish, good and bad. Neither the truth about our schools as they are nor any ideal to which they might conform can be so simply stated. The discussion on the desirability of a national curriculum is a case in point.

The most ardent advocates of the new proposal often begin with the statement that American education is now chaotic and weak, largely as the result of inadequate local leadership. They argue that the only reasonable and satisfactory answer is to abandon the principle of local control, substituting for it a national curriculum designed to meet the needs of the country and to use such means as are required to have the approved program followed in all schools. A system of national examinations and grade standards is usually proposed as a part of the plan.

At the other extreme are those who view any such arrangement as dangerously dictatorial and destructive of democracy. They insist that the chief reason for the success of American education is that citizens in local school districts, acting through their own school boards and their local staffs, have been free to exercise maximum initiative in the control of their schools. To this group nothing is more important than freedom to adapt schools to local conditions. This freedom is possible, they say, only when full power over school

This article is based on a paper delivered at the All-College Lecture-Film Series, Teachers College, Columbia University, 1960.

Council Needed To Define Education's Goals

policy is kept close to the people of the local district.

As usual, both sets of extremists overstate their cases and the facts. They also oversimplify the issue. It may help to examine as objectively as we can a few of the relevant facts.

Is the curriculum of the typical American public school actually determined by a local school board to meet local needs?

Would a curriculum established on a national basis represent in fact a sharp shift in American practice?

Is there any evidence that new national needs require a new kind of national response to educational problems?

Let us look first at the forces that now control the curriculums of American schools. In general, these forces are of three kinds. First are the laws that local school systems are required to obey. These are usually state laws, or administrative regulations and local measures enacted under authority specifically delegated by the state.

A second source of influence over the curriculum is found in federal law, the effect of which is more limited than state law. So far as the program of studies or classroom procedure in local schools is concerned, the federal government has no authority, except when a school board or a state agency chooses to accept federal benefits. In that event, the impact of federal law on the local school curriculum can be substantial. The history of vocational education under the Smith-Hughes and subsequent acts demonstrates how this process operates. While under these acts each state initiates and adopts its own state plan, the plan must meet minimum federal requirements. For

this reason among others, state plans for vocational education exhibit a high degree of similarity throughout the country.

More recently the National Defense Education Act has strengthened the federal influence upon local schools. To improve guidance programs or to set up new language and science activities, local funds have in many cases flowed where the Congress intended they should go when it made matching grants available and specified the conditions for sharing in these funds. The emergence of stronger interstate and interdistrict similarities has been inevitable.

In addition to the legal forces, a third type of influence has made American schools more alike than different throughout the country. These forces are so numerous that we cannot here analyze them in detail, but some sense of their strength can be gained by simply identifying the agencies involved.

At the top of the list one may place the effects of regional accrediting associations upon American high schools. Although the standards of the regional associations carry no legal force, they are as effective in many places as if they were legally binding.

Even before the accrediting associations attained their present strength, the admission requirements of leading universities influenced the offerings of high schools and the ways in which subjects were presented.

Neither the College Entrance Examination Board nor the sponsors of the National Merit Scholarship Examinations have any selfish desire to control the programs of local high schools, but the truth of the matter is that few faculties or school boards

can honestly say that they ignore these agencies or their programs.

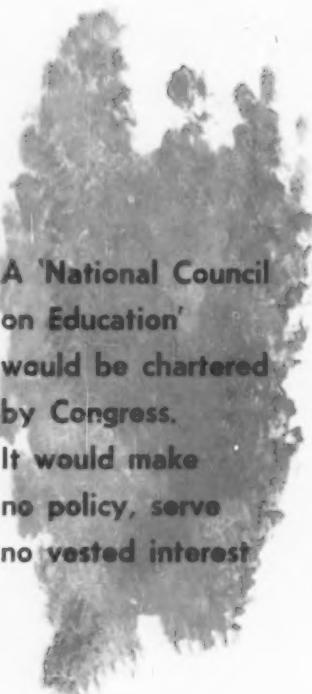
Some national influences stem from movements rather than specific organizations. The testing movement, operating from the kindergarten through the senior high school, has produced national norms in reading, arithmetic and other subjects. Local schools frequently evaluate their performance by these measures and redirect their programs to meet shortcomings that standardized tests reveal.

Professional education has played a prominent part in the process of building national patterns. Nationwide projects in teacher education, curriculum development, and research have contributed in many ways to common patterns and approaches. Indeed, our Teachers College has been blamed by its enemies and praised by its friends for its own national influence in the shaping of school programs.

The textbooks and workbooks we use are published and distributed on a national basis and inevitably produce nationwide effects on the schools, as do many other items of instructional equipment and supplies.

It may be argued, of course, that regardless of influences the final decisions are still in the hands of local boards, subject only to state law and local public opinion. But it cannot be denied that local decisions are influenced not only by the professional advice of local staff members, but also by the publicity, the leadership and sometimes the pressure of national groups.

Simply to list a few of these groups and to note the adjectives in their names is revealing. We can begin with the National Education Association. Then there is the American Fed-



**A 'National Council
on Education'
would be chartered
by Congress.
It would make
no policy, serve
no vested interest**

eration of Teachers. Others are the American Association of School Administrators, also the Council of Chief State School Officers, the American Council on Education, the National School Boards Association, the National Congress of Parents and Teachers.

Others whose names do not include such impressive first adjectives include the Educational Testing Service and the College Entrance Examination Board. Or look, if you will, at only a few of the groups promoting improvement in the specialized fields of the curriculum: the National Council of Teachers of English; the National Science Teachers Association; the National Council for the Social Studies; the National Vocational Association, and the National Conference of Music Educators.

The full list is long and impressive, not merely for its size but because every one of these organizations has been founded to emphasize the national dimension of its special concern, to identify and solve problems on a national scale, to influence schools everywhere in the nation.

However strongly we may believe that public education in America is still entirely a local matter, the facts will not support our faith. Nor is there any likelihood that a nation whose regional differences diminish every year can meet its educational problems by ignoring common national needs and national possibilities for dealing with them.

Moreover, it is important to recognize that vast numbers of American school systems are in no position to develop sound school programs entirely on a local basis. Many are hard pressed even to find enough well qualified teachers to staff their schools. They have virtually no chance of attracting the specialists in curriculum development and the leaders in the various subject areas needed to mount a first-class independent instructional program. Most of our school systems must depend on the help they can obtain only beyond their district lines.

Another fact to be noted is that most of what is taught in the schools is neither determined by peculiarly local needs nor properly controllable by local choice. The essentials of a

sound program for teaching reading to first graders, for example, are not to be fixed by local customs or opinions or by a resolution of the local chamber of commerce. The controlling factors are the nature of the children, the nature of the learning process, the nature of the English language. To be sure, children vary in the experience they have had, in their readiness to begin to read, and in the encouragement they receive at home. These variations occur in every community. But for a child of average intelligence from a middle-class home the situation will not be very different whether he lives in Florida, Washington, Southern California, or Maine.

The study of world history or United States history will be introduced differently by different teachers to different groups of children, but the basic materials all teachers use are produced by historians who may have their own biases and theories but who nonetheless write for national rather than local audiences.

• • •

ALL of this adds up to the generalization that there is a place in the American educational establishment for deliberate, concerted, national effort to improve our schools. A national effort to build better curriculums does *not* necessarily mean a uniform master program devised by a federal department and imposed on all schools by governmental fiat.

The approach I would like to see tried would reflect the best qualities of the present national programs but would have the additional advantage of being set up under broader auspices than any of the programs now in effect. Its object would be to identify ways in which the American educational establishment might best be improved and used to strengthen us as a people. No special interest would be served, whether professional, governmental or institutional. The sole purpose of the enterprise would be to explore and illuminate the continuing relation between education and our national purposes.

To do this will require penetrating research and scholarship of the highest order. It will call for mature thinking and farsighted leadership. The undertaking will have to be established on a stable, permanent basis

(Continued on Page 88)



**Parents are partly to blame,
but schools must share responsibility for**

Vandalism

SCHOOLS have to take part of the blame — a small part — for the current vandalism to school property, the majority of respondents to December's opinion poll believes.

Thirty-seven per cent of the participating administrators consider the school responsible *to a minor degree*; another 37 per cent hold the school accountable for *very little* of the vandalism.

Who else, then, or what else, is responsible?

Many say that parents must accept a large share of the blame. "Although the schools can instill respect for property in most students, I believe that home training, or lack of it, is the basis for most of the difficulty." (Calif.) Another superintendent from California agreed that the school has a great influence on the child, but said: "It has very limited influence on patterns of behavior, which are so often set before the child enters school."

A Michigan respondent added "inconsistency in discipline" to his criticism of parents. In one sweeping comment, a schoolman from Iowa answered any number of questions about the behavior of children: "As always, parents are primarily responsible for their children's acts."

The testimony of a superintendent from Montana contains implications for the home: "In our farming community, the students, almost without exception, have definite responsibilities at home. They work hard to contribute to the family welfare, and the training seems to carry over to their behavior at school."

The *nature* of children seems to prompt vandalism in some instances, one small group contends. "Some stu-

dents do things just to show that they can get by with something." (Colo.) "Vandalism in schools about which I have any firsthand information was a spur-of-the-moment idea rather than a planned act." (Minn.)

A New Yorker makes the "double standard" of society in general responsible. "That honesty is correct in theory but not in practice seems to be basic, particularly where the public owns the property. 'Anything goes' seems to be the American way," he said.

Must help child deal with frustrations. In cases where the *school* has failed to "meet the needs of all students," it is responsible for the destruction of school property by vandals, maintains one group. A California superintendent believes that vandalism is the result of emotional difficulty on the part of students. "Insofar as the school has not recognized

this, or made an attempt to change the child's method of dealing with frustration, to that extent is it guilty or responsible for the vandalism that may result," he said.

"I feel that the public school does have a responsibility in regard to vandalism in school, in that part of our duty is to instill in the minds of all pupils a genuine respect for all property, both public and private," contends a Missouri respondent.

The policy of providing free textbooks and similar items is one which, a Kansan asserts, "tends to deprive students of opportunities to develop responsibility and a respect for property."

A Massachusetts schoolman believes the school to be accountable for the actions of children during the school day only. "Vandalism that occurs after school hours cannot be held to be the school's responsibility."

(Continued on Page 92)

OPINION POLL FINDINGS:

1. To what extent is the school itself (because of its program, its administration, or its policies) responsible for the current vandalism causing destruction of school property?

Primarily . . . 6%	In a minor degree . . . 37%
Very little . . . 37%	Not at all . . . 17%
No opinion . . . 3%	

2. Should the law hold parents financially responsible for damage to schools committed by their children?

Yes . . . 95%	No . . . 1%	No opinion . . . 4%
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Based on a 4 per cent proportional sampling of 16,000 school administrators in continental United States, this survey brought a 50 per cent response.

PART III: Superintendents round table proposes that schools

Re-Direct the Emphasis

IN this third report of the Arkansas superintendents round-table discussion, the participants (see picture on page 58) expose some of the fallacies of the new emphasis on the teaching of foreign languages and compare their own language programs.

G. A. STUBBLEFIELD: During the last two or three years, we have had under consideration some plans for changing our foreign language offering. For this reason, I would like to know what the other schools represented here are doing with foreign languages, especially on the junior high and elementary levels.

We have given a great deal of thought to the possibility of offering a foreign language in our elementary schools, but have decided against doing so — except on an experimental basis — for these three reasons: (1) To do so would require more foreign language teachers than our budget would stand at this time; (2) the teachers are not available in the quantity needed, and (3) we believe, if once a foreign language is taught in the elementary grades, that there should be continuity through junior high and senior high. We are not in a position to provide this continuity in our schools without hurting the rest of our program.

So, we have come to the conclusion that we shall start our modern foreign language program in Grade 7 or Grade 8 and offer conversational French and Spanish — confining these courses to a hearing-speaking introduction to the languages. This means that we have at the present time two different kinds of French courses in Grade 8.

CALVIN GRIEDER: Aren't these two courses about the same?

STUBBLEFIELD: No, they are different. One is a conversational or "hearing-speaking" course, and the other is a "grammar-translation-subject matter" course. The latter type course will probably be moved to Grade 9 so that the first year of a three-year sequence in foreign language will start with Grade 9. Then we will have the conversational language courses in Grade 7 and Grade 8, followed by three years of study in each of three languages — Latin, French and Spanish.

WAYNE H. WHITE: Do you offer a choice [in El Dorado] between Spanish and French?

STUBBLEFIELD: Yes, we offer that choice in the junior high school and the senior high school.

GRIEDER: How much can they get now, three or four years?

STUBBLEFIELD: They can get three years of high school credit starting with Latin, French or Spanish in Grade 9. This does not include the conversational French and Spanish in Grades 7 or 8. Those students who really want to do something with a language are expected to take three years in that language.

TERRELL POWELL: Under the pupil placement law we have to offer a similar curriculum in all our schools, as you know. So in Little Rock we are moving the Spanish and French to the seventh grade level so that pupils can still

Elementary schools are
not ready
for extensive teaching
of foreign languages

Start Spanish
and French
in the seventh grade

in Teaching Foreign Languages

get three or four years of a language. At the elementary level we ran into the problem of not having trained teachers. We do have some projects going — experimental workshops, you might say. Teachers in the elementary foreign language program are, in some instances, lay people. However, most of these people have had teacher training experience. We have about half a dozen such experimental programs going.

We have asked the teacher training institutions to provide a course for these people. However, the language department at the university would not grant graduate credit for this kind of work. We made a survey to ascertain if there would be any demand, and as a result the university decided to offer a summer course. About 12 persons were interested in this course.

WHITE: Terrell, aren't you doing quite a bit in the Little Rock elementary schools with the use of language recordings and conversational programs?

POWELL: Yes, we have been using many such teaching aids.

F. B. WRIGHT: I want to know how you are providing, both in Little Rock and El Dorado, for the study of languages on a conversational basis.

STUBBLEFIELD: In El Dorado we are not doing that. We explored that idea, particularly for the elementary level. If we'd gone into foreign language instruction at the elementary level, we would have done it on a conversational basis, but we decided not to attempt it at all.

POWELL: The Little Rock program in the elementary schools is strictly conversational and operates in Grades 3, 4 and 5. Our formal language instruction begins in Grade 7.

STUBBLEFIELD: Terrell, how much time do you devote to languages in the elementary schools?

POWELL: We do not permit them to have more than 25 minutes a day. We are in no way neglecting basic subject material by offering this program.

A. W. FORD: I'd like to direct attention to a recent report of the U.S. Office of Education on N.D.E.A. as it pertains to the language program. The U.S.O.E. made a study — I think it was the U.S.O.E. — of the criteria by which languages are to be considered "critical." You'll recall that one of the purposes of N.D.E.A. was related to this. The findings may have implications and they may not: 10 per cent of the people of the world speak English; 11 per cent speak French, Spanish, Italian and other West European languages; 40 per cent speak six languages that are listed as critical from the standpoint of our international needs, among them Russian; and 39 per cent speak all other languages. It would appear then that our critical areas in international affairs have to do with the 40 per cent who speak those six "critical languages," but as far as our own state is concerned, 100 per cent of the language program has to do with the 11 per cent who speak West European languages that are not considered "critical." I just wonder if anybody wants to comment on that.

GRIEDER: I think that's a very good point, Mr. Ford. We simply are missing

Recordings and
conversational programs
are effective ~
language teaching aids

Our schools
are not teaching
'critical' languages



PARTICIPANTS (clockwise): A. W. Ford, Arkansas commissioner of education; Supts. J. A. Trice, Pine Bluff, and F. B. Wright, North Little Rock; Calvin Grieder, moderator; Supts. Wayne H. White, Fayetteville; T. E. Powell, Little Rock; Hugh L. Mills, Hot Springs, and G. A. Stubblefield, El Dorado; J. H. Wasson, director of supervision, state department of education; Arthur H. Rice, editor; Forrest Rozell, executive secretary, Arkansas Education Association; Supt. Chris D. Corbin, Ft. Smith.

the boat in this foreign language business in relation to what it was intended to do. I think we have deluded ourselves — and parents have deluded themselves — in thinking that children can learn a foreign language through an informal and conversational approach 20 or 25 minutes a day. *This isn't the way you learn a foreign language!*

FORD: Now we are told — and I'm no expert in this field, but just passing this on for your information — that the real purpose of N.D.E.A., as it pertains to languages, is to stimulate interest among a significant number of individuals in the critical languages, people who are needed in international affairs. We are told, again, that the real purpose is to get some students, scattered over America, to participate, beginning preferably in the grades, in the study of these critical languages.

GRIEDER: Name some of these critical languages.

FORD: Well, Russian, Chinese. Some I've never heard of. There are thousands of languages and dialects! In some places a good deal of Russian is being taught.

GRIEDER: But there aren't any teachers for most of the "critical languages."

FORD: That's true, and that's the real problem. We've stimulated an interest in languages that only 11 per cent of the people of the world speak, and for the study of which there is no real need from the standpoint of our international relations.

WHITE: I wonder if the most significant thing that N.D.E.A. has done hasn't been to stimulate the training of teachers rather than language teaching in the elementary schools. I am wondering if all this excitement about foreign languages isn't just spinning our wheels. I know very little about this field, but the people who do know indicate that we must have continuous instruction for at least three or four years to accomplish anything. On that basis, we have tried in Fayetteville to begin in Grade 8 and continue all the way through Grade 12 in French and Spanish. When a teacher is available, we may include Russian, too.

STUBBLEFIELD: The real bottleneck is the lack of teachers who can teach foreign languages as they ought to be taught, in the elementary schools and in the junior and senior high schools, too. You can't get the kind of teachers you need.

I think we're going to do as a lot of our schools did in Arkansas when the legislature passed an act requiring that physical education be taught. We set up physical education programs all over the state, even though we didn't have any teachers for them. As a result, all of our elementary classroom teachers were attempting to teach physical education.

I think this had a good result, in the end, because it produced more trained teachers. But I believe that maybe now we actually have a surplus of trained physical education teachers in the junior and senior high schools — at least they're called physical education teachers; most of the coaches are prepared to teach physical education since that's their major subject.

FORD: Perhaps the best that has come out of N.D.E.A. thus far is that the language program has alerted the people of America to the fact that as a nation we have a need for languages in our international relations. It has

Most neglected is the training of competent language teachers

N.D.E.A. alerted us to the importance of languages in our international relations

focused attention on the need, although we do not understand well as yet what languages are needed.

JOHN A. TRUCK: We're using a somewhat different approach at Pine Bluff. We've spent a great deal of time in trying to avoid any hysteria and a crash program.

It may be true that Spanish is among those languages spoken by only 11 per cent of the world, but there is a strong feeling on the part of our group that an important and large portion of our future international relations lies to the south. Therefore, this decision has been made: We're going to work intensively on one language and that one language is going to be Spanish.

We have gone along for many years with three sections of Spanish I and II. As of last year we have increased the program to six sections, and this year we have added Spanish III. There's a demand for it. We are going to add Spanish IV as soon as there is enough demand for the fourth year. We have been told by experts that a person cannot *think* in a language with less than four years' study.

EDDIE: In what grade do you begin Spanish?

TRUCE: We are now starting in Grade 10. When we add the fourth year course, we will begin offering Spanish in Grade 9. We are going to have to go at it gradually because of the lack of money and of teachers. I have tried to find a teacher who was reared in a Spanish speaking culture. You would think that with the salaries we can pay — compared with salaries that are paid outside the United States — we could attract one. So far we've had five or six failures, but we're still trying.

Next year I'd like to employ a second Spanish teacher, with a half-time load in Spanish I, II and III. This would be in addition to the full-time teacher we now have. The other half of this new teacher's time I would like just to brush around thinly in our eight elementary schools and two junior high schools with nothing more in mind than developing a readiness program.

We have had several meetings with our elementary group, and the teachers have shown a great deal of interest. They said, "How about organizing an extension course for us?" Sixty people — most of them teachers — signed up for the class, including a few lay people from town, for two sections of Spanish I.

So we'll have about 50 teachers in our elementary schools — teachers who have a smattering of Spanish and who are teaching units in their social studies, language arts, and so on that are related to Spanish speaking countries. They can introduce some of the words and a little of the pronunciation and that sort of thing. I don't see much formal Spanish instruction in our elementary schools for the next three to five years, if at all.

When the pupils reach Grade 9 they'll know, maybe, whether they want to go on or not. And we will expect those who *do* complete four years of a language to be fairly proficient in speaking and thinking in that language.

GRIEDER: That was quite a speech. I think there is an almost frenzied interest in foreign language teaching. I am sympathetic with language teaching, for I was a French major myself, and I have always enjoyed it. But we're going hog-wild on language now, and then in a couple of years we'll be on to something else, and after a while it will be still something else. The fact is you can get along almost everywhere with English, and perhaps a very little of some other language, and sign language.

There are only three things you need to know in a foreign country, as a traveler, and you can pick up those phrases quickly: "How much?" "too much," and "Where's the toilet?" Those will get you around anywhere! Seriously though, the difference between this country and Europe is that over there you have a chance to *use* a language, while over here you *study* it and never get a chance to use it. In Europe, all you need to do is take a short train ride and you're in Germany, or Italy, or Switzerland, Belgium, Holland, Spain. People go on holidays all over the continent. But over here we have a continental country and get along with English. Even in Mexico

Elementary schools can develop a 'readiness' for foreign languages

Language courses should be available but not compulsory

**There's a
'big' reason
for teaching Spanish**

**Teaching of Latin
has staunch
defenders**

**Next topic:
merit rating**

there are very few places where you can't get along without Spanish.

I do think, however, that languages ought to be available to anybody who *wants* to study, so far as possible. But I don't think they should be compulsory. It is going to be hard to offer languages in small schools, unless it is done the way they are trying to do it in the Catskills small school project [The NATION'S SCHOOLS, March, April, 1959], where they have two or three small classes running simultaneously under one teacher.

FORD: I would like to get something on the record that ties in with what Grieder said. On this continent there is a region that extends for six or seven thousand miles north from the southern boundary of the United States where everybody speaks English. There is another vast region running six or seven thousand miles south from the border where everybody speaks Spanish or Portuguese. There is no other area in the world where this is true, and I think that this is significant.

HUGH L. MILLS: I agree that you must study a foreign language for three or four years to get anything out of it on the junior and senior high school level. At Hot Springs we offer three years of Spanish, three years of French, six years of Latin. I would like to get your opinion on something else we've been doing — not so much whether it's a good practice but whether it's doing any harm:

We have four colleges that send student teachers to our schools. We get many French and Spanish majors who do their student teaching in Grades 4, 5 and 6. They do it on a conversational basis — little songs, records and so forth, and the kids get a big kick out of it. Is this harmful? Is it wasting 15 minutes a day, particularly when these college seniors are very good?

GRIEDER: I don't think it's wasting time, but neither do I think the parents of the kids ought to get the idea that their children are *learning* a foreign language. The college students probably don't get a very adequate student teaching experience either, although I wouldn't want to say too much about that without knowing more about the whole program. By the way, why are you still teaching Latin?

MILLS: There is a demand for it.

WRIGHT: People want it and demand it. It's the way to learn English. I did not learn much about English until I studied Latin. It's a good general background and an excellent background for the Romance languages.

TRICE: I don't know that Latin *needs* a defense, but I would like to say this in its behalf: A knowledge of Latin will help you to analyze word meanings that you'd never be able to analyze by having 4 years of English. It helps you understand derivatives and origins.

GRIEDER: Yes, I have read that about 60 per cent of the English language is derived from Latin and 30 per cent from Greek, and the rest from other languages. But another advantage that comes from the study of Latin is an understanding of grammar. Latin has a very strict grammatical structure — it's a highly inflected language, while English is not.

WRIGHT: Before we leave this subject, I might mention that several years ago we offered what we called an exploratory course in language in the junior high school. We dropped this course because our junior high school enrollment forced a change in our class schedule. But while we had it, this course had a little Latin, a little French, a bit of Spanish — perhaps a little more or less of one or another depending on what the teacher could do.

Well, that was strictly for introducing the youngsters to the foreign language field, to help them as they approached senior high to determine whether they would like to take a foreign language. Although we do not have any concrete evidence, we thought we were doing a good thing.

GRIEDER: That seems to be what most elementary school language programs are designed for now — to provide exploratory and introductory experiences that will help pupils choose which, if any, language they want to pursue in secondary school. The former junior high school approach seems to have been pushed down into the elementary school.

Next month the round table discusses merit rating.

CURIOUS PHENOMENA

UNDER Maryland law, it's not wise for a fellow to get caught with his slingshot cocked, or he will see the inside of a Maryland hoosegow. If he meets an Indian in Michigan, under no circumstances should he invite the red man to violate a treaty even if the Indian couldn't care less. Florida encourages Sunday fishing but if a man catches a shad, he can be prosecuted. When visiting Maine it is better to leave your scythe at home because it is contrary to the law to ride along the highway with a naked scythe.

Likewise in Arkansas, one should never drive cattle down a highway blindfolded. Most important of all, if a man encounters a sick bee in Colorado he must immediately notify the Commissioner of Agriculture.



"That sick bee in Colorado"

Let no one laugh at these civic oddities because the schools can and do produce just as curious phenomena. Many of the four out of five families, who in this age of transfer and travel change their residencies and their children's schools annually, can so testify.

There is, for instance, the troublesome age of entrance regulations where a day can become a year. There is the well known philosophy of bump-'em-back-a-grade-just-to-show-'em-who-is-boss. There are the Bell Curve and report card gimmicks. These are but feeble examples of the hundreds of idiosyncrasies and aberrations by which states and localities attempt to prove something or other.

Individualism in school systems is a mighty proud and touchy business, but in the likely event that the newcomer to the locality finds a sick bee in the local regulations, it might help the good neighbor policy if the superintendent realizes that the average wayfarer is not as skillful in aparian methodology as most administrators have to be in order to hold their jobs.

RETIREMENT PROBLEMS

AN INCREASING number of school superintendents are wondering what they will do when the time comes to retire. Inasmuch as Mr. Chalk Dust has been involuntarily retired from many school



superintendencies from time to time, this column is in a position to offer sound advice on retirement problems.

As a matter of fact, retirement offers absolutely no problems to a school administrator. Because of his often practiced agility and versatility, the whole world is his mollusk. It is true that, unlike an army officer, he never can aspire to a college presidency or even director of a corporation, but these jobs offer no great challenge to a well worn superintendent.

There are several fields, however, in which the superintendent can gain fame and fun. Without much effort he can become an authority, for he has had to pose as a semiauthority on art, music, literature, swimming pools, crossword puzzles, and beauty queens all of his life.

From here, it is a short step to become an authority on everything. An authority pays very well compared to the school superintendency.

A challenging career for retired school superintendents is that of a Thespian. Every superintendent has served a troubled apprenticeship as censor, director, bursar and bag holder for the Little Theater group in his community. He has discovered that these aspiring actors are a warmhearted, outgoing, extroverted group of troublemakers who have kept him in hot water everytime they commandeered the school for their anti-social activities. Never was he able to lick them: Why not join them in his dotage?

Finally, he can become a financier, with a broad background of the economics of football tickets, charity drives, and candy sales. Although he probably will never be elected as a bank director (Note, however, that seven retired superintendents out of 10,000 are now serving as bank directors, although in every case the bank is a heritage from a rich uncle), there are other equally challenging positions of community trust and confidence where he can serve as treasurer of the P.T.A. or help support the local loan association.

The only career completely closed to a school superintendent is that of a scholar where the salary is too small to be attractive.

TO ALUMNI MEMBERS OF THE TAILBACK CLUB:

Dear Brother Tailback:

It is impossible to understand why you have not responded to our appeals to help find and support next year's football team for your dear old Alma Mater, Spelunk University. As you know, every penny we get, and some that we don't, goes *indirectly* to improve the stature and weight of the Spelunker squad. The loot never is used to subsidize the players as is the case with our unscrupulous rival, Bovine College. We have better methods of our own.

You may rest assured that the Tailback Fund is highly ethical. Following the several recent investigations of our ethics, we have adopted a brand new code. You can now send cash (in small bills, please) to Bubbles Tubby, Class '01, assistant to the chaplain. (Remember good old Bubbles, Class '01, who was water boy on the great Spelunkers team of 1918?) Good old Bubbles, Class '01 recently was elected to this new job as well as holding the bag for the Tailbackers.

Or you can give the money (no checks) directly to Tubby, who is planning to call on you at 2 a.m. next Thursday.

It is true that last year's Spelunker team was not quite up to the old days. Fortunately, the news was not published widely because, during the last part of the season, there were no reporters present at the games.

But next season is another year! If we can depend on our alumni to recruit a few hefty players, we can win. Please send names and possible job opportunities to B. Tubby, Class '01. It is not necessary to check scholastic records; we will take care of this matter.

I know you will be very sympathetic to help dear old Alma Mater in our efforts because of your own memorable record at Spelunk. You probably will remember that during the six years you played on the team, Spelunk never won a game, but the old grads tell me that you were always in there fighting.

Respectfully yours,
Samuel "Bubbles" Tubby, Class '01
Tailback Treasurer

IF THE relations of the school administration and the architect are to be harmonious, each must understand the legal status, functions, duties and authority of the other. This four-part series of articles is a study of litigations involving school boards and their architects; it isolates legal principles set down by

Let the Contract Specify Architect's Authority

the higher courts that serve to clarify school administration-architect relations.

In the first installment (November, page 90) the architect's status was defined, and legal considerations in the employing of an architect by a school system were clarified. This second article deals with the statutory and contractual authority of the architect in his dealings with the school district.

Statutory Authority. Sometimes statutes, especially those relating to the licensing of architects, enumerate certain duties that devolve upon the architect. Such statutes are decisive of the matter, and the duties enumerated become a part of each architect's contract by implication. Contracts that would, in effect, deny such statutes will be declared illegal by the courts. Statutes relating to the licensing of architects and the duties imposed upon them are binding on an architect and may be the basis for determining whether or not his acts are ethical. In commenting on such a statute, a California court said:

The act does not attempt to define what constitutes dishonest practice, for the very good reason, perhaps, that such dishonest practice assumes such a wide

range and variety of acts and misconduct that a definition could not embrace its many forms, but for that reason the acts complained of should be found with such definiteness and certainty that the vice of the acts complained of might be apparent to all.¹

Contractual Authority. In general, statutes are relatively silent with respect to the duties of the architect. When such is the case, his contract becomes the source of his authority.² Much litigation, therefore, involving the interpretation of such contracts has found its way into the courts. One rule the court follows, in interpreting a contract, is that words used will be given their usual meaning. A Pennsylvania court stated this rule as follows: "It is an unbending rule . . . that all the words of a contract are to be given appropriate meaning whenever it is reasonably possible so to do. . . ."³

Again, in ruling on the authority of architects, courts hold that provisions in a contract, in which the parties agree to submit questions regarding the interpretations of plans and specifications to the decision of an architect, are legal, and the architect's interpretations are final.⁴ Of course, the decisions of the architect will be considered final only if they are not arbitrary or fraudulent.⁵ A Massachusetts court has explained this rule as follows:

It is true that the decision of one authorized to determine questions relat-

¹Coffman *v.* California State Board of Architectural Examiners, 19 P. (2d) 1002 (1935).

²Maryland Casualty Co. *v.* Board of Education of Clifton, N. J., 34 F. (2d) 751 (1929); Merrill-Ruckgaber Co. *v.* United States, 241 U.S. 387, 36 S. Ct. 662 (1916); Pacific Coast Builders v. Antioch Live Oak Unified School District, 300 P. (2d) 309 Cal. (1956); Dancer *v.* Board of Education of City of Middletown, 176 S.W. (2d) 90, 296 Ky. 67 (1945); Goin *v.* Board of Education of City of Frankfort, 183 S.W. (2d) 819, 298 Ky. 645 (1944); Morgan *v.* Town of Burlington, 55 N.E. (2d) 758, 316 Mass. 413 (1944); Board of Education *v.* Carroll, 157 N.Y.S. (2d) 775 (1956); Orth *v.* Board of Public Education of School District of Pittsburgh, 116A. 366, 272 Pa. 411 (1922); McDaniel *v.* City of Beaumont, 92 S.W. (2d) 352 Tex. (1936); Hurley *v.* Kiona-Benton School District, 215 P. 21, 124 Wash. 537 (1923); Union High School District *v.* Pacific Northwest Construction Co., 269 P. 809, 148 Wash. 594 (1928); Smith *v.* Board of Education of Parkersburg District, 76 W. Va. 239 (1915).

³Orth *v.* Board of Public Education of School District of Pittsburgh, 116A. 366, 272 Pa. 411 (1922).

⁴Merrill-Ruckgaber Co. *v.* United States, 241 U.S. 387, 36 S. Ct. 662 (1916); Morgan *v.* Town of Burlington, 55 N.E. (2d) 758, 316 Mass. 413 (1944); Independent School District No. 35, St. Louis County *v.* A. Hedenberg & Co., 7 N.W. (2d) 511, 214 Minn. 82 (1943); Union High School District No. 400 of Whatcom County *v.* Pacific Northwest Construction Co., 269 P. 809, 148 Wash. 594 (1928).

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Part II of a series

ing to the carrying out of a building or construction contract, whose decision the parties have agreed shall be final and binding upon them, must stand except in cases of fraud, or such gross mistake as would necessarily imply bad faith, or a failure to exercise an honest judgment.⁹

To the same effect is a federal court decision, which said:

Parties to a contract may agree to submit differences of views in the interpretation of drawings and specifications to the decision of an architect or engineer, and the validity of such an agreement is unquestionable, in the absence of bad faith, fraud or a failure to exercise an honest judgment.¹⁰

This rule also has been held to apply to other types of situations where, for example, the architect has been authorized to make payments to the contractor at various stages of construction. A federal court, in so holding, said: "The contract made the architect the controller of progressive payments, and, in the absence of bad faith, his orders must govern."¹¹

Architects "Final" Authority. As to the significance of provisions of contracts that give architects "final" authority, a Massachusetts court has pointed out limitations respecting the finality of the architect's decision. In so doing, it said:

In the adjustment of differences, as the work progressed, the decision of the architects as to the quantity and quality of the work within the true meaning of the drawings and specifications is to be final. But they were not empowered to act as arbitrators, whose decision as to the interpretation of the contract . . . should be a condition precedent to the right of the plaintiff to bring suit.¹²

⁹Maryland Casualty Co. v. Board of Education of Clifton, N.J., 34 F. (2d) 751 (1929); Merrill-Ruckgaber Co. v. United States, 241 U.S. 387, 36 S. Ct. 662 (1916); Pacific Coast Builders v. Antioch Live Oak Unified School District, 300 P. (2d) 309 Cal. (1936); Derby Desk Co. v. Conners Brothers Construction Co., 90 N.E. 543, 204 Mass. 461 (1910); Morgan v. Town of Burlington, 55 N.E. (2d) 758, 316 Mass. 413 (1944); Independent School District No. 35, St. Louis County v. Hedenberg & Co., 7 N.W. (2d) 511, 214 Minn. 82 (1943); Geis Construction Co. v. Board of Education, 131 N.E. (2d) 878 Ohio (1955); Hurley v. Kiona-Benton School District, 215 P. 21, 124 Wash. 537 (1923); Union High School District No. 400 of Whatcom County v. Pacific Northwest Construction Co., 269 P. 809, 148 Wash. 594 (1928).

¹⁰Morgan v. Town of Burlington, 55 N.E. (2d) 758, 316 Mass. 413 (1944).

¹¹Merrill-Ruckgaber Co. v. United States, 241 U.S. 387, 36 S. Ct. 662 (1916).

¹²Maryland Casualty Co. v. Board of Education of Clifton, N.J., 34 F. (2d) 751 (1929).

¹³Derby Desk Co. v. Conners Brothers Construction Co., 90 N.E. 543, 204 Mass. 461 (1910).

Likewise, it has been held that an architect who has been authorized to make decisions on claims of the owner, on matters relating to the execution of the contract, and on the progress of the work, as well as the interpretation of contract documents, does not, thereby, have the authority to make decisions regarding the award of damages.¹³ Neither, so it has been held, does the architect have the authority to excuse the contractor from any part of the performance of his contract.¹⁴

On numerous occasions courts have been asked to rule on the contractual relationships created by architects' contracts. In one such case, a Massachusetts court has held that a contract that makes the architect a representative of the board makes him the board's agent.¹⁵ It said: ". . . the contract expressly provided that in the performance of the work the architect was to be the representative of the defendant. To that extent he was the agent of the defendant."

This, it is apparent, makes the architect an agent of the board only within a narrow realm of activity — only with respect to the matters delegated to him by his contract. As evidence of this, the same court pointed out that the "architect could act only with reference to matters entrusted to him and in the manner designated by the contract." The idea that the architect acts as a special, and not a general, agent of the board has been expressed in a West Virginia court, which said:

The architect is not, by virtue of his employment as such, the owner's general agent for all purposes, in the erection of . . . [a] building. His powers and duties are limited by the terms of his contract of employment, or by the terms of the contract between the owner and the builder.¹⁶

Substitution of Materials. As a result, the court held that where a contractor made a substitution of materials with the approval of the architect, whose contract did not give them the authority to give such approval, the board was justified in re-

doing the job, installing the proper material, and subtracting the cost from the amount due the contractor. On the other hand, in New Jersey it has been held that the architect was not the board's agent in the absence of any statement to that effect in the contract he had with the board.¹⁷ Again, in Texas it has been held that a contract that made the architect an interpreter of the contract with a contractor does not, necessarily, make him an agent of the board.¹⁸

In Washington, it also has been held that an architect who had been given the authority, under contract, to condemn and take down all unsound materials that failed to meet the specifications was not a general agent of the board — at best he was a special agent.¹⁹ In so holding, the court said:

His power to condemn and order taken down and removed from the grounds all material as unsound or improper, or as in any way failing to conform to the drawings and specifications, falls far short of giving him any right to recast the drawings and specifications, upon a matter already perfectly clear and explicit, by substituting something else. . . .

Changes in the Contract. To somewhat the same effect is a Pennsylvania court decision in which it was held that a contract that provided that the board would not be responsible for any changes unless a written agreement to that effect had been signed by both parties gave the architect no authority to make changes — i.e. held he was not the board's agent with respect to this matter.²⁰ Likewise, in Massachusetts it has been held that the power to interpret a contract does not give an architect the implied power to change the terms of the contract or to make a new one for the principal.²¹

While an architect, in acting beyond or in excess of the authority granted him by the board, cannot

(Continued on Page 94)

¹³Connolly v. Board of Education of Trenton, 135 A. 774 N.J. (1926).

¹⁴McDaniel v. City of Beaumont, 92 S.W. (2d) 552 Tex. (1936).

¹⁵Columbia Security Co. v. Aetna Accident and Liability Co., 183 P. 137, 106 Wash. 116 (1919).

¹⁶Bender v. Hanover Township School District, 34 L. Reg. Rep. 198 Pa. (1938).

¹⁷Morgan v. Town of Burlington, 55 N.E. (2d) 758, 316 Mass. 413 (1944).

**A.S.B.O. members, at golden anniversary
meeting, debate certification, propose more research, and
outline an expanding program for**

SCHOOL BUSINESS ADMINISTRATION

St. Louis. — "The Big Search" marked the 46th annual meeting of the Association of School Business Officials of the United States and Canada, held here October 8 through 13. The "search" took on the form of an almost intense preoccupation with finding workable solutions to the myriad problems growing out of real life situations in the non-instructional phases of school administration. Prominent in all the programs were the three E's of school business — education, economics and ethics — which provided the meeting theme.

An awareness of dramatic change (global, national and educational), accentuated by the general sessions speakers, colored both the formal and private discussions. A world in flux has forced major changes in the educational program, and these, in turn, have ordained

new types of instructional facilities and more of them. How funds adequate to finance these needed facilities can be made available was a major concern of the 2341 members and guests who gathered here.

Goal: Professionalization. Beyond the quest for answers to problems was the quest for status. Throughout the week the members in the sessions took note of the fact that 1960 was the association's golden anniversary year, and the occasion offered the organization an opportunity to gaze appraisingly into the mirror of a half-century in an effort to discern its true corporate image.

Much light was thrown on the organizational structure at both the general and work sessions. But no clear single image seemed to be reflected. This

was thought to be due to the mixed nature of the A.S.B.O. membership. In addition to members that could be classified as school business *administrators* (those directing a variety of personnel performing different business functions), more than half of the membership comprises school business *officials* operating on somewhat different administrative levels and an array of supervisors and highly skilled technicians of various degrees of responsibility.

There was, however, one common agreement: The competencies of each individual member of A.S.B.O., regardless of his or her particular classification on the administration chart, must be further improved, and in the interest of a strong organization all members must move forward together.

ANNUAL CLINIC gives members opportunity to stump experts at 46 conference tables.



All pictures by Stevens Photo, St. Louis



G. ALVIN WILSON
President of St. Louis.



HERSHEL S. BRANNEN
Will preside at Toronto.



JOSEPH P. McELLIGOTT
Becomes president-elect.



LAWRENCE G. DERTHICK
Gives keynote address.



PHILIP J. MICKEY
Extends host greetings.

Historical Flashback. A.S.B.O. was organized in 1910 in the office of the then U.S. commissioner of education, Elmer Ellsworth Brown. Thus it was fitting that on the occasion of the association's golden anniversary the present commissioner, Lawrence G. Derthick, was the keynote speaker.

Commissioner Derthick referred to the Association of School Business Officials as "a wonderful force in school administration and management," and said the body had developed nationwide power and technics in helping to meet the educational challenges of the 1960's.

Addressing himself to the business officials, Dr. Derthick said: "Here is a great challenge to you. You deal with the practical, down-to-earth problems which the man-on-the-street can sense and appreciate. You have the unique opportunity to help interpret the schools to the public in language the public can understand. You can translate their dreams in terms of bonds and budgets. In a time of increasing expenditures, this is a difficult task, but who is better equipped to do it than you?"

Five "emerging developments" were depicted by Commissioner Derthick as follows: (1) the increasing excitement and anxiety manifested by the public as to the vital importance of education in a democratic society; (2) the expanding position of educational research and the doors being opened by that research; (3) the use of the new media of learning; (4) the growing necessity of improved statistics and statistical services, and (5) the increasing expenditure for education and the present tax situation.

Dr. Derthick called for greater use of automatic data processing equipment in obtaining a "comprehensive, continuous and up-to-date report on the status and progress of education in order to anticipate needs for information and to fore-

warn of impending trouble spots." He also described the potentialities of the teaching machine as "opening up a whole new frontier," but issued this warning: "Let us proceed with care, keep the well trained teacher at the controls, and make certain that we have adequate and properly programmed materials."

President's Address. In his annual message, President G. Alvin Wilson capsule the responsibility of school business officials as follows:

"After we have acquired some basic educational philosophy, it is then our place to study finance, accounting, building design, operations, purchasing, food service, and other technical problems of school business in order to provide the best possible environment for learning and teaching and the most efficient use of the public funds entrusted to us."

Regarding the subject of certification of school business officials President Wilson said: "I so firmly believe in the slow, gradual progress to be made by education that I have misgivings about trying to improve professional qualifications by legislation."

Mr. Wilson also declared that he viewed with considerable alarm the entrance of business consulting firms into the general field of educational administration consulting. On specific business questions, he said: "I welcome and value their services. On general administration I think such counseling should come from our own associations of administrators or from the universities." Mr. Wilson looked forward to the time when the association would have a man in the central office whose main work would be to consult with and advise members on problems of school business management.

Business and Entertainment. During the five days the members:

1. Elected as president Herschel S. Brannen, deputy superintendent in charge of business, Houston (Tex.) Independent School District; chose other officers.

2. Named to honorary life membership Robert W. Shafer, 1947 international president and, until retirement a year ago, business manager of the Cincinnati public schools.

3. Greeted the representative from Alaska — Assistant State Commissioner of Education Robert P. Isaac, representing Commissioner Theo J. Norby.

4. Presented a past president's plaque to Percy M. Muir, 1959 president.

5. Expressed appreciation to Wesley L. Brown as compiler of the updated history of the organization, which was fashioned from the original documentation by the late George W. Grill.

6. Accepted a plaque presented by Hubert Wheeler, Missouri state commissioner of education, on behalf of the Boy Scouts of America.

7. Studied the 200 exhibits sponsored by 138 manufacturers and suppliers, as well as a display of school business literature.

8. Participated in 24 section meetings and a "professional" session.

9. Visited St. Louis metropolitan and county schools.

10. Attended the board of directors' reception, the exhibitors' entertainment, the golden anniversary banquet, and a presentation of "Showboat" followed by a dance.

11. Set in motion machinery for the 1961 annual meeting in Toronto, Ont.

Resolutions. In addition to the customary expressions of thanks and appreciation, the assembly adopted resolutions which:

1. Expressed sympathy to families of members who died during the year, including three past presidents: J. San-



HUBERT WHEELER, Missouri state commissioner of education, presents Boy Scout of America plaque. Past President **PERCY M. MUIR** accepts award for A.S.B.O.



PAST PRESIDENTS, special guests at A.S.B.O. directors luncheon, are (l. to r. seated): Robert W. Shafer, 1947; Percy M. Muir, 1959; John W. Lewis, 1940; (Standing) Andrew C. Huston Jr., 1957; Frank J. Hochstuhl, 1955; Herbert S. Mitchell, 1942; J. Harold Husband, 1958; Francis R. Scherer, 1950. (Not shown but at meeting: Russell Hibbert, 1938.)

key Mullan (1919), C.E.C. Dyson (1930), and Sam S. Dickey (1953).

2. Urged all members to study the various aspects of certification of school business officials.

3. Encouraged colleges and universities to develop curricular offerings giving credit toward the bachelor's and advanced degrees in school business administration, and to serve as centers of information and guidance to this profession.

4. Proposed more research studies on regional, state and local levels, with resulting preparation of functional manuals. Recommended that a committee be set up by A.S.B.O. to study and review the methods and costs of selling general obligation school bonds.

5. Petitioned that under P.L. 874 (federally impacted school districts) payments be made on the basis of 100 per cent settlement, that P.L. 815 and P.L. 874 formats, instructions, directions and reporting procedures be simplified and standardized, and that the federal government continue and extend its contributions to the current and capital expenditures of federally operated schools.

6. Cited Executive Secretary Charles W. Foster "for his outstanding work this last year . . . during which time he has once again demonstrated his ability to provide the strength and knowledge necessary to the operation of this association."

At a general session Executive Secretary Foster expressed thanks to Arthur H. Rice, editor of *The Nation's Schools*, and his staff for the "excellent job they did in editing the A.S.B.O. 'Notebook,'" the special golden anniversary publication.

Speakers at General Sessions. Edwin

T. Dahlberg, president of the National Council of Churches, spoke at the vesper services. Dr. Dahlberg urged that school business administrators carry on their "open-door policy" with calmness and serenity, since interruptions of the day often are heaven-sent opportunities to serve staff members and the public.

In his welcoming remarks, Philip J. Hickey, St. Louis superintendent of instruction, observed that in a free society schoolmen do double duty: Through the schools they teach the people why ours is the proper form of government while at the same time they provide children an adequate education.

The extent of change confronting the world today was capsule by John H. Furbay, world traveler and good will ambassador for General Motors Corporation. Dr. Furbay said that more change had occurred in our generation than in 100 generations before. He also reported that at the dawn of the century only one-third of the world's population was civilized, not because these people were stupid, but because they were isolated. Today, Dr. Furbay said, everyone is living on the shorelines of an ocean of air, and this is drawing the remaining two-thirds of the population out of isolation. Also, the speaker indicated, while learning to ride on air, we have learned to talk through it, via radio, and the speed of civilization is in a ratio to the speed of communicating ideas.

Newsman John Morley reported on his 22d news beat around the world, including Russia. He was the last reporter to interview Boris Pasternak while the Nobel prize winner was under house arrest. According to Dr. Morley, the Russian author reported that he was not suffering from cancer, but that he

feared he was being poisoned. Because of this conversation Dr. Morley does not believe that Pasternak died of a malignancy as reported by the Kremlin.

Reporter Morley believes that these six important "hopes" are present in the world today: (1) a growing prestige of the U. S. across the earth (in 15 years the United States has never seen defeat in a showdown vote between the East and West); (2) the growth of Christianity and other religions across the world, including Russia; (3) the Christian beliefs of the rank and file of the Russian army; (4) a much smaller percentage of the Russian youth receiving a secondary education as compared with the U.S. practice; (5) the rift between Russia and China, and (6) the moral fiber of the American people.

Presidential Program. Three areas of emphasis for the new organization year were outlined by Herschel S. Brannen, newly elected president, in an interview with the editor of this magazine. They are:

1. Strengthening the association membership.

2. Developing closer working relations between the international organization and the state, provincial and regional groups.

3. Speeding up and broadening activities in the field of research.

Dr. Brannen disclosed that the program theme for 1961 would be: "Business Management Meets the Challenge of the Sixties." He urged members to start now their plans to come to the annual meeting in Toronto next fall because "our common bond of interest with our Canadian friends can best be expressed if you personally accept and enjoy their hospitality."



DOUGLAS C. HENDERSON
Presents 13 resolutions.



CHARLES W. FOSTER
Commanded for his work.



JOHN H. FURBAY
Urges "better answers."



ROBERT A. MCLEOD
Explains by-law changes.



J. HAROLD HUSBAND
Reports nominations.

New Officials. In addition to President Brannen, the association elected the following new officers: president-elect, Joseph P. McElligott, San Francisco; vice president, Everett Zabriskie, Nutley, N.J.; for another two-year term as director, Gray N. Taylor, Syracuse, N.Y.; for a two-year term as director, Robert H. Ross, Toledo, Ohio, succeeding Mr. Zabriskie.

The immediate past president, J. Alvin Wilson, automatically becomes a member of the executive committee. Continuing as directors for another year are: Fred-

erick W. Hill, Minneapolis, and Herman J. Bleckschmidt, Normandy School District, St. Louis.

Statistics. The 1960 registration of 2341 was the third largest in A.S.B.O. history, having been surpassed only in Miami Beach in 1959 (2553) and New York City in 1958 (2469). The 2341 total was made up as follows: active members, 963; school board members, 165; associate members, 28; exhibitors, 724; women, 354; guests, speakers and others, 107.

Future Meetings. In 1961 the association will meet at the Royal York Hotel, Toronto, Ont., October 7 through 12. Other locations and dates are as follows: 1962, Dallas Auditorium, Dallas (the association's first auditorium meeting), October 13 through 18; 1963, Cobo Hall, Detroit, October 26 through 31; 1964, Civic Auditorium and Brooks Hall, San Francisco, October 17 through 22; 1965, Municipal Auditorium, Minneapolis, October 9 through 14; 1966, Convention Hall, Atlantic City, October 8 through 13.

And at Section Meetings the Delegates Talked About:

Members at Work. Registrants at their A.S.B.O. golden anniversary meeting in St. Louis showed spirited participation in the 24 section meetings that occupied a major portion of the program.

Areas dealt with by formal papers, panels and discussions from the floor were the following: accounting and finance, business administration, insurance management, maintenance and operations, personnel management, office management, purchasing and supply management, school food service management, schoolhouse planning and construction, student activity accounting, transportation management, personnel management, and facts for and against federal aid to education.

PLANNING AND CONSTRUCTION

Central air conditioning, selection of new building materials, and changes in facilities occasioned by changes in education programs highlighted this section meeting.

There are claims that schools properly designed for air conditioning are more economical in first cost and much less expensive to maintain. The tendency to air-condition small areas (such as principals' offices, executive offices, and administration buildings) initially is the wrong approach, as it leads to criticism by students and parents. Extensive use of directional insulated glass block for exposed wall areas reduces window

breakage, cuts down on maintenance (it can be hosed easily), provides desirable insulating qualities, and presents hard surfaces impervious to corrosion and weathering. — C. L. KOEHLER, Cincinnati.

Educational facilities must be as different as the learning activities planned for the students. This concept presupposes changes in terms of space, design and construction. Developments that are basic to these changes include the following: large group instruction, team teaching, educational TV, instructional materials center, central kitchens (and its corollary of decentralized feeding), and language laboratories. In the realm of administration and organization

the concept takes into consideration the "little schools" plan. — ARTHUR TEMPLETON, *Des Moines, Ia.*

It is no small problem for school administrators to select intelligently from the many new building materials that are regularly coming on the market. Assuming the materials have been tested sufficiently to give promise of real worth in service, it would be shortsighted to rule out relatively new materials, appliances, fixtures, or items of equipment recommended by the architect, merely because they have not been used before in the particular school building program. — GLENN FLETCHER, *Houston.*

Maintenance, Operations

There really is no conclusive answer to the question of whether contract maintenance or hourly maintenance of mechanical systems is best for your school district. But in many instances it is better to employ a regular school maintenance crew because this is more economical (15 to 20 per cent lower costs) and because the quality of work can be better controlled. Tools, equipment and instruments (such as temperature recorders, thermometers, volt-ohmeters and tube testers) need to be purchased; some of these instruments pay for themselves in less than a year. Equipment manufacturers of new installation should be responsible for instructing school employees in the proper operation and maintenance of the system. — W. IRVIN BLUNDELL, *Mt. Vernon, N.Y.*

SCHOOL FOOD SERVICE

The roles of the architect and school accountant in school cafeteria planning and operation was described for those attending two sectional meetings on this subject.

The schoolman looks to the architect who can design cafeterias with the following in mind: avoidance of crossing traffic lines, such as entrance and soiled dish return traffic; speeded-up service — slow service lines cause students to pass up cafeteria service; use of acoustical treatment; use of equipment that is easy to clean. He should give school planners some estimate of what the

various types of equipment will cost. The school administration should give architects its philosophy of student feeding. — ALANSON T. POWELL, *Bellevue, Wash.*

Food service accounts should be directly under the supervision of the school business official charged with accounting, and the deposit of school lunch receipts and payment of bills should be made under him, with the director of food service acting as one arm of the business office. The main objective of a cafeteria is to serve lunches that meet the nutritive needs of growing boys and girls, not to keep records. The latter needs to include only those statistics that will help assure good stewardship of the public funds entrusted to the school. — MARGARETTA S. PLEWES, *Abington, Pa.*

INSURANCE MANAGEMENT

Fire safety programs, detection devices, loss experience, deductibles plan, insurance consultants, and liability coverage were explained at the section meeting on school insurance.

There are four types of insurance that a school should *not* carry: (1) self-insurance; (2) any insurance that is procured without instructive advice before, during and after the act; (3) coverage that is subject to unrealistic deductibles, and (4) insurance against risks that should be evaded or controlled. The district *should* carry the protection that is vital to the continuance of its school operations. — W. H. CRANDALL, *Insurance Information Institute.*

A fully qualified insurance consultant can be of great value in writing specifications; however, complete responsibility should not be transferred to him, since he is not always familiar with the district's entire building program. — J. A. LAWRENCE, *Milwaukee.*

A sound fire safety program depends on the following factors: (1) a program of fire prevention that is thoroughly understood and practiced by all personnel; (2) immediate detection of the fire and sounding of the alarm within the school; (3) immediate notice to the fire department and response by it, and (4) immedi-

ate evacuation of the children from the building. Such a program can remain sound only under a continuing system of reevaluation, inspection and training. — JOHN K. STALLCOP, *Spokane, Wash.*

Reasons why liability insurance should be purchased might include the following: (1) If the school district is liable, for public relations reasons, for compensation of the injured party; (2) if the district has a small budget, and (3) if catastrophic claims are anticipated. No liability insurance is indicated where the district is not liable and where the district size and budget are large enough to cover anticipated claims. Liability insurance should not be bought as protection against nuisance claims. — ROBERT W. SCHAEFER, *St. Charles, Ill.*

A district's loss experience is the basis for premiums paid. The underlying theme of all methods used to reduce premium cost is to make each employee acutely aware of the necessity of consciously practicing safety. We teach safety in the classroom; why not conduct safety classes for employees? Safety engineers of insurance companies are eager to work with the schools in correcting existing hazards. A tabulation of claims filed will reveal the areas in which special attention is needed. — WILLIAM J. MINTON, *Fort Lauderdale, Fla.*

The answer to the question of whether worth-while savings could be achieved by the schools' assuming responsibility for small fire losses under a deductibles plan is dependent upon the amount of fire losses previously experienced by the schools. Our average loss for a three-year period was 26 per cent of the premium (80 per cent coinsurance). The average loss for three years on claims under \$5000 was 23 per cent of the premium (80 per cent coinsurance). In the light of these factors the board decided not to negotiate a deductibles plan, but placed the insurance on the basis of 80 per cent coinsurance with the lowest bidder. — HENRY J. BENNINGEN, *Winnipeg, Manitoba.*

Next month: *purchasing and supplies; student activity accounting; transportation management; business administration; accounting, finance.*



WESLEY L. BROWN receives book ends and praise for work as historian from President G. ALVIN WILSON while JOHN MORLEY, general sessions speaker (right), looks on.

DIRECTORS' RECEPTION (below) offers members a chance to compare notes informally.



PERSONNEL SHOWCASE (left) offers samples of hundreds of school business forms and literature. Those wishing copies filled out request cards conveniently located nearby.

PRESIDENTS of state, province and regional school business organizations (below) are guests of A.S.B.O. directors at Sunday dinner.





Maintenance Savings

GROUNDWATER, present in excessive quantities under building, creates access and maintenance problems, including deteriorating pipe insulation (circled above). Necessitated are sump pumps and pits.

DRAINAGE PIT (below) is one of three under same building. Pit consists of concrete block wall surrounded by 12 inch thick backup wall of loose gravel. Gravel goes down and under floor into pit through wire screen "surround" below floor level. Pit helps solve excessive groundwater problems, but means avoidable maintenance, operation costs for life of building.



Must Be Planned Into New Buildings

MORRIS R. BAKER

Construction Engineer, Baltimore County Schools
Towson, Md.

A GOOD school building plan goes beyond the usual considerations of design, function and cost; it also envisions what the annual cost of operation and maintenance will be and approximately how soon the plant may require major repairs.

School buildings are never short-lived, and too frequently a 75 or 100 year old structure is patched and painted for just one more year. Therefore, initial costs, while always important, never should be reduced to the extent that they eventually will create maintenance problems or add to operating costs.

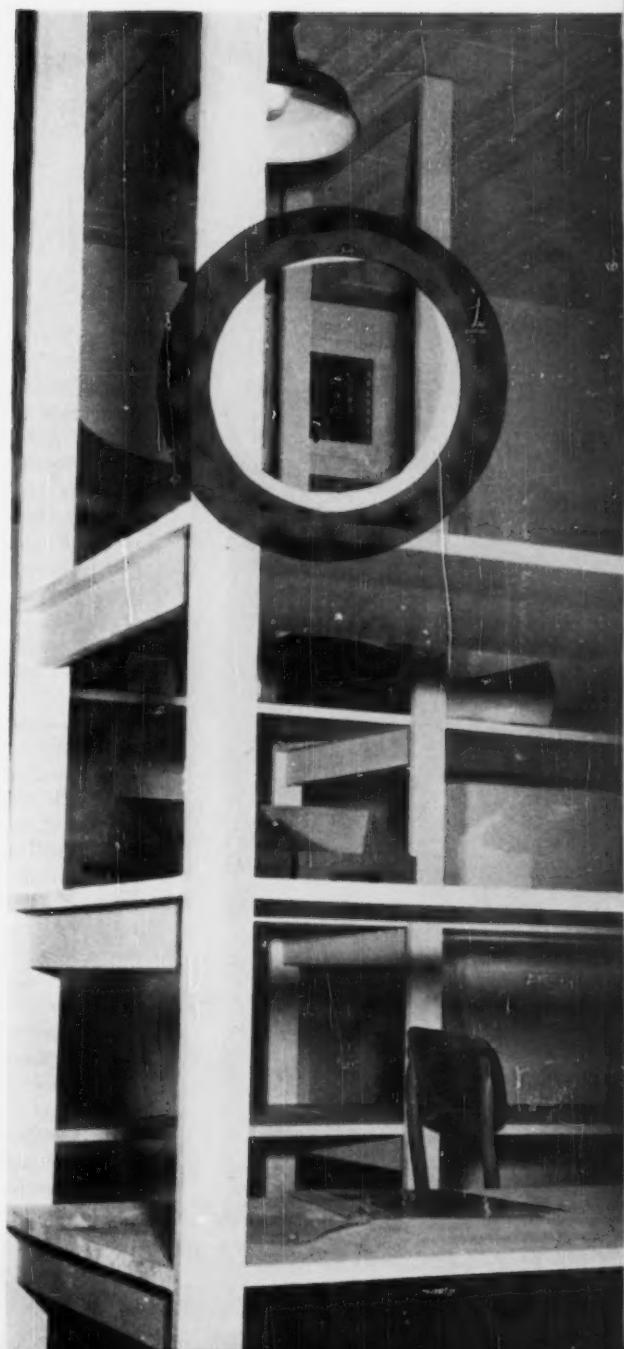
The original cost of a building is soon forgotten, but the annual costs are apt to increase over the years. Rather than cut back on basic building features in order to save money, the administrator and architect should carefully scrutinize proposed plans for nonessentials, overdesign, and extra appendages. Let them pare such features to the bone; but never let them tamper with essentials.

What are some of the essentially important items that the administrator and architect should consider before final plans for a new school building go into blueprint?

When analyzing the design and construction of a building, the following should be considered: (1) the site, by the landscape architect; (2) the structure, by the structural engineer; (3) the building, by the architect, who usually coordinates all branches, and (4) the mechanical phases, by the mechanical engineer.

In discussing these areas I will consider only those that have a carry-over value and that enter into annual upkeep costs. (Cont. on Next Page)

DRYNESS is important particularly in school storage rooms. Dryness is achieved in this area by positive ventilation. Note grille (circled area) placed up near lighting fixture.





WRONG mounting of soap dispenser (right) is constant source of maintenance costs. Note one fixture missing, another lying on lavatory.



'The building's original cost is soon

The Site. Is it well drained? Is it good land? Will there be a problem of handling water running through or off certain areas? Will there be an erosion problem with each storm? Will it be difficult to grow and maintain good turf? (Although they're not a maintenance problem, soil bearings should be checked because they may greatly affect initial costs.) Excessive ground water can cause high maintenance and operating costs if sump pumps are required, particularly in low boiler rooms.

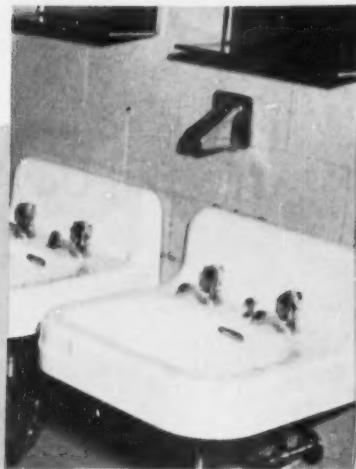
The Construction. Types of building construction will vary with localities. If a choice is available without too much extra cost, avoid the use of wood in areas close to the ground. Treatments are good, but not fool-proof. Avoid using steel near damp areas. Painted and treated surfaces are good, but nature, especially in damp, humid areas, breaks down such coatings. Masonry walls should be packed solid with mortar near the ground because termites can travel great distances through hollow or porous walls.

CRACKING may result when expansion joints are too near opening without proper control between opening and joint as in picture at left.

The General Building. If possible, exterior walls should require no paint. The climate will dictate just how much expansion to expect, and the architect and engineer should provide proper expansion joints. Once the building starts to crack, the deterioration can't be stopped, and it will then be necessary to caulk annually. Also, don't forget that children throw balls at walls, lean against them, and climb any that are climbable. They will pick caulk out of sashes and rearrange the school name if the letters are too low. Brief your architect *in advance*.

Interior walls get dirty where they are within reach of boys and girls. Select materials that can be easily cleaned to avoid costly repaint jobs. Stained woodwork stays clean much longer than painted surfaces. Metal, such as stainless steel and aluminum, is even better. Wall materials used in certain areas within the buildings should be selected to withstand excessive abuse.

Floor materials are many, and no one is a cure-all. One may be suitable for the classroom, but too hard to clean for general corridor use. Cafeteria and kitchen floors should have a grease resistant surface. Don't forget that plain concrete gets dusty, and that walking from such a surface



RIGHT mounting, secure and high (left); keeps vandalism at minimum. Soap comes from tank in adjoining room.

forgotten, but annual costs can mount'

onto a resilient type flooring causes excessive wear and makes cleaning difficult. Study the various types of floor surfacing materials, not only for initial costs, but for cleaning cost and life expectancy.

Perhaps everyone wants an acoustical ceiling of one type or another throughout the building. Go slowly, however, in such areas as toilet rooms and kitchens — toilet rooms because of rough treatment and subsequent repair costs, kitchens because of cleaning costs.

The roof usually leaks too soon and endless damage results. Demand a good room, preferably a bonded one carrying a 20 year guarantee. But remember it is useless to have a bonded roof without bonded flashings. Both can be bonded, but they must be properly designed and the right type.

Avoid metal gutters and spouting. Install interior rain leaders; they don't freeze and tear off the walls or become clogged with balls.

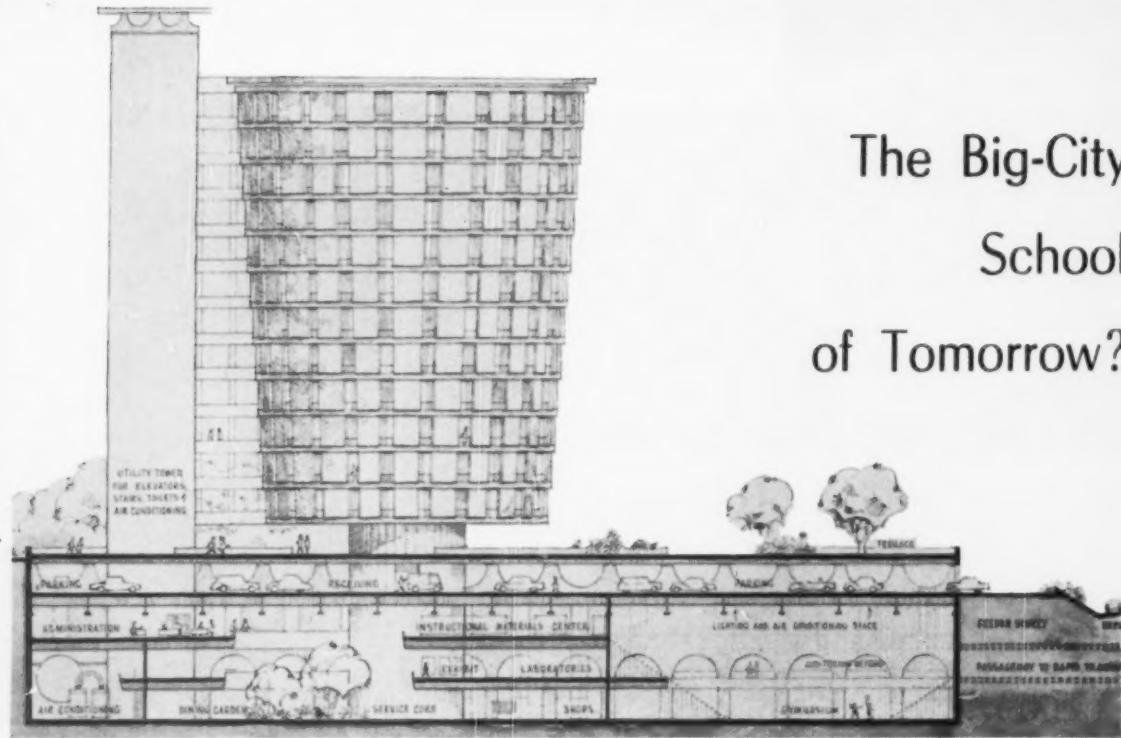
Mechanical Items. Discuss the various types of heating. Perhaps coal is the lowest cost fuel, but don't forget the expense of ash removal and manpower for firing boilers. Stokers do not fill themselves. Some controls require much more

checking than others. Brief your mechanical engineer on the use and abuse boys and girls make of all plumbing fixtures. Urge him to select the simplest and hardest-to-take-apart kind and to take special care they are anchored securely. Never underestimate a youngster's ability to dismantle.

Provide adequate ventilation throughout the plant, especially in toilets, janitors closets, storerooms and crawl spaces. These areas are often missed and are most difficult to maintain when excessive moisture builds up.

Costs of electric fixtures and electricity vary by areas, but incandescent fixtures generally are less expensive to install than fluorescent. However, the reverse is true of their operational costs. It is also true that, in general, a higher voltage than the usual 110 V costs less for operation, if used for the internal distribution system, especially in large schools. Ask your engineer about these items.

In designing a school building there are many factors with carry-over values to consider. The administrator should think about them individually and collectively to make certain they will assure the district lower operating and maintenance costs in the coming years. ■



The Big-City School of Tomorrow?

WHAT form will the big-city school of tomorrow take?

C. William Brubaker visualizes a tower school, probably using air rights next to an expressway, with certain facilities such as the gymnasium, auditorium, laboratories, cafeteria and parking built underground.

This — for the big city — is the "only answer to the frightening land problem we already are facing," according to Mr. Brubaker, partner with the architectural firm of Perkins and Will of White Plains, N.Y., and Chicago.

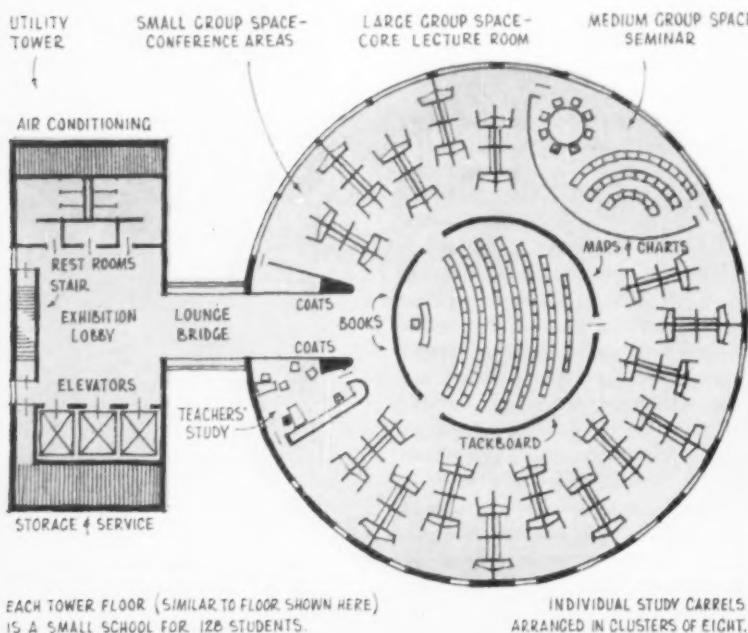
A first glimpse of the "tower school" appeared in the October 22 issue of

This Week magazine. The illustrations shown here were prepared especially for *The Nation's Schools* by Mr. Brubaker to illustrate the tower school. The classrooms are located in a round tower.

Directly behind the round tower is the enclosed utilities tower which houses the mechanical equipment, elevators, toilets and coat storage. The classroom section is joined to this tower.

Each student has his own home base, or "Q-Space," for his pursuit of learning at his own pace. On each floor there are large lecture rooms, smaller seminar rooms, and teachers' studios. In a suburban community this arrangement could be housed on one floor, according to Mr. Brubaker. Where land is at a premium as in most cities, the tower appears to be the answer.

He believes that facilities such as an auditorium and gymnasium take up much valuable land without really adding (in most cases) to the beauty of the complex. These facilities generally need no windows. By putting (*Cont. on p. 96*)



C. W. Brubaker

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NEW YORK SILICATE
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**Reorganize, consolidate? Yes and more.
But in face of changes in rural life, some educators insist:**

Rural Education Must Retain Unique Rural Values

PAT RUSSELL

LOUISVILLE, KY. — "Rural educators, of *all* people, are aware of the many changes taking place in rural life." This introductory statement by Sociologist Alvin L. Bertrand launched the national conference of the N.E.A. Department of Rural Education and its Division of Pupil Transportation and County and Rural Area Superintendents.

For five days — October 7 to 12 — the 900 delegates placed major emphasis on "changes" such as these: Rural industrialization has created the part-time farmer and the working farm wife. The increased population in rural nonfarm areas is becoming more urban-oriented, shedding its rural values and taking on the civic and social interests of city life.

Emphasis was on "rural" also as Dr. Bertrand, professor of sociology and rural sociology at Louisiana State University, talked about the "changed and changing socio-economic situation." He reminded his audience that "at the same time the farm popula-

tion is decreasing, the rural *nonfarm* population is increasing. This population has approximately doubled itself in the last decade; much of this increase has taken place in the urban fringe of the larger cities.

"The most notable change has been the consolidation of school districts. Between 1947 and 1957 the number of school districts in the nation was reduced roughly by half, from 104,074 to 50,403."

Changes Caused by Industries

Industries brought to rural areas through the efforts of certain government agencies and some rural communities "have not always proved an unmixed blessing," the speaker declared, "but they have served to bring change — not only in levels of living but in ways of life." He cited as one important development the part-time farmer who holds an outside job.

The rural family "no longer performs as many functions or is as close-knit a unit," Dr. Bertrand said. "The

most significant trend is for women to shed domestic roles in favor of outside occupational careers of one kind or another. More than one-fourth of the farm wives of the nation are now working outside the home.

"Rural people are approaching urban patterns in the use of mass media. Farmers are becoming more and more involved each year with programs of subsidy, price support, loans and relief. Rural groups are experiencing a diminishing role in political decision making."

Elbert B. Norton, president of Florence State College, Florence, Ala., told the group that, if education is to be an effective instrument in improving rural life, rural education itself must undergo "rapid and unprecedented improvements."

"Courageous, intelligent, informed rural school superintendents, free from partisan political controls, must demonstrate outstanding leadership in school and community affairs," Dr.

(Continued on Page 102)

PAST president of the N.E.A. Division of County and Rural Area Superintendents, Winston D. Brown (left), Waukesha County, Wisconsin, is shown with new division president, Cecil D. Hardesty, San Diego County, California.

NEW president of the N.E.A. Department of Rural Education is Clifford P. Archer (right), professor of education, University of Minnesota, Minneapolis, shown with executive secretary of the department, Howard A. Dawson.



Photos by Gerald Jagers



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- How much equipment will I need?
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**Delegates to school food service convention
place heavy emphasis on school lunch program's**

First Goal: Good Nutrition, Good Food Habits

MARY deGARMO BRYAN

THAT the American School Food Service Association is growing up is evidenced not only by its membership — it has reached the astounding figure of 24,000 and is growing at the rate of 3000 a year — but by the fact that the association is growing up professionally. It is recognizing the *educational* responsibilities and opportunities of its members, who were greeted as teachers and valuable members of the educational staffs by Carl F. Hansen, superintendent of schools in the District of Columbia.

This professional coming of age is illustrated by the scope and depth of the program presented at the A.S.F.S.A.'s 14th annual convention held October 2 through 6 in Washington, D.C. Here the 2000 specialists in school food service placed primary emphasis on the first goal of the school lunch program: good nutrition, sound health, and the development of good food habits in children.

School lunches are available to only two-thirds of the 40 million school children in this country, and only 13 million of the 26 million to whom such lunches *are* available participated in the program on a daily basis during the last school year. Concern for this fact was expressed by Mary Egan, assistant chief of nutrition, H.E.W. Department, and was echoed by other speakers at the general sessions and meetings.

How To Increase Participation

Miss Egan, speaking at the second general session, suggested three methods for increasing participation: a thorough understanding of each child's home and customs; an allowance for variation in each child's nutritional requirements, and a recognition of factors such as the *time* for

lunch. She advised that teachers set an example of working toward these goals with parents, nurses and community health officers.

Six "must-do's" for the school lunch manager were spelled out to the convention by Lucy Tokheim, school lunch program manager for the Demonstration School at Florida State University, Tallahassee. "See to it that surroundings are pleasant and conducive to work; provide attractive bulletin boards for announcements and news" were two of her "musts."

Others included: a hospitable spirit as an example to all members of the staff; availability of "educational aids" for the asking; cooperation with the principal — the manager should be the principal's "Rock of Gibraltar," and the maintaining of "pleasant contacts with your P.T.A. chairman, room mother, and student club representative."

Informative programs were presented by state and local school lunch personnel and other specialists on the planning and equipping of food service facilities, improvement of work methods, merchandising, cost control in relation to nutritive value of the lunches, use of audio-visual aids, and the role of colleges in training managers and supervisors.

Farmer-members of granges are beginning to understand the value of the lunch program to farmers, said Herschel Newsom, master, National Grange. He suggested that school lunch managers get in touch with local granges to request spots on grange programs.

A. V. Wells, administrator, Agricultural Marketing Services, U.S.D.A., discussed school lunch as it related to the agricultural products.

New knowledge of the learning process, discovered through educa-

tional research, should and must be used in presenting the lunch program and information about foods to the entire community, according to Elsa Schneider, specialist in health, physical education, recreation and safety, H.E.W. Department.

Miss Schneider urged that school lunch directors and managers be members of school health councils, which would be responsible for the dissemination of information on the school lunch program. "Let parents be invited to the lunchroom to see the program in action," she suggested. "Parents can be kept informed of the program through a weekly newsletter," Miss Schneider said. She placed special importance on the inclusion of students in lunchroom activities, such as menu planning and lunchroom supervision. But nothing is more essential to the success of the lunch program, maintained Miss Schneider, than "interested" teachers and administrators.

Technics in Baking

A demonstration of the latest technics in quantity food service baking featured the actual preparation and baking of rolls and breads as recommended for school lunch operations. Entitled "Baking, School Lunch Style," the demonstration was conducted by L. H. Bates, supervisor of the school lunch program, Granite School District, Salt Lake City. He was assisted by Rodney A. Ashby, state director of school lunch for Utah, and David Calloway, head of food services, Mesa (Ariz.) public schools. Other demonstrations included vegetable preparation and service, and the service of meals in paper utensils.

A major convention event was the
(Continued on Page 80)

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Food Service Meeting

(Continued From Page 78)

installation of new A.S.F.S.A. officers. Ruth Cutter, state director for the New Hampshire school lunch program, succeeded Elizabeth Goodman to the presidency. Miss Goodman is director of school lunchrooms and consultant in food education for the Minneapolis public schools. New president-elect is David Page, director of lunchrooms for the St. Louis public schools. He moved from his position as secretary of the board of A.S.F.S.A. Ann R. Brownlie, associate



Ruth Cutter



Ann R. Brownlie



David Page

professor of home economics, University of Kentucky, Lexington, is the

new secretary. New regional directors are Alice E. Reed for the Northeast region and Doris Ann Brown for the Southwest region. Miss Reed is director of school food services for the North Versailles Township schools, East McKeesport, Pa. Miss Brown is director of lunchrooms for the Pasadena (Tex.) public schools.

Continuing Members

Continuing members of the executive board for the coming year are: A'Dele Sturtevant, Western regional director for A.S.F.S.A. and school lunch supervisor at Redwood City, Calif.; Helen M. Lackey, the association's Midwest regional director and director of lunchrooms for the Lima (Ohio) public schools; Margaret McCarthy, A.S.F.S.A. Southeast regional director and school lunch department area supervisor for the Mississippi State Department of Education, and George Mueller, association treasurer and controller for the Kansas City (Mo.) public schools.

Exhibits Well Attended

A parade of school food service specialists visited booths, asked questions, and received answers from the 174 firms exhibiting the newest in preparation, storage and serving equipment, and a variety of foods. Delegates received latest information on the new equipment, on processed foods, and the application of all of the products exhibited.

The state directors section meeting went on record as unanimously favoring the proposed Brademas amendment to the Agricultural Adjustment Act (The NATION'S SCHOOLS, October 1960) now awaiting congressional action. The bill would revise the present formula for distribution of federal school lunch funds, making participation rather than population the basis for distribution. ■

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Report

from **WASHINGTON**



Photo by Harris & Ewing, Washington, D.C.

NEW SMITHSONIAN INSTITUTION

OBJECTIVES in teacher education have been clarified and are on way to becoming realities.

DURING the past decade public school teachers have moved rapidly toward a higher professional status. Teaching, too, has gained considerable public recognition of its importance and professional character. All the evidence indicates that there have been higher standards each successive year for the preparation and licensure of teachers, and that this is gradually having an important effect in raising the quality of instruction.

Explanations for these hopeful developments have seemed almost obvious. The public understands that both the cold war and peacetime requirements of a technological society make better education imperative for the full utilization of our human resources.

We have been encouraged by much professional progress since 1950. For instance, we are professionally proud to record that during these years the teaching profession has demonstrated its maturity through a broad cooperative effort that could be launched only by professionals. Creation of the National Council for Accreditation of Teacher Education substituted cooperation for uncertainty, and is slowly but effectively fulfilling its function. It has been a difficult decade and much remains to be accomplished, but it appears that important objectives in teacher education have been clarified and are on the way to attainment.

The attack on some of the problems concerning teaching as a profession can best be described in connection with the history of the National Council for Accreditation of Teacher Education, especially those problems related to accreditation of institutions and to the licensing of professional personnel.

The founding constituent members of N.C.A.T.E. were the American Associa-

tion of Colleges for Teacher Education, the Council of Chief State School Officers, the National Association of State Directors of Teacher Education and Certification, the National School Boards Association, and the National Commission on Teacher Education and Professional Standards of the N.E.A. N.C.A.T.E. formally was organized on Nov. 16, 1952, with President Finis E. Engleman of the Council of Chief State School Officers presiding at the meeting. It became the national professional accrediting agency for teacher education on July 1, 1954.

N.C.A.T.E. accreditation has come to command greater respect. Influence now crosses state lines.

Initially there was strong opposition to N.C.A.T.E. from liberal arts colleges and some universities, but its own policy has always been one of cooperation with these critics. The Association of American Colleges, it is true, rejected an invitation to membership by a 92 to 75 vote early in 1956, but the National Commission on Accrediting approved N.C.A.T.E. later that year and arranged for the appointment of three liberal arts representatives to its membership. Since then there has been increased support and participation by liberal arts colleges.

The N.C.A.T.E. program represents substantially the views of the profession at large, of most colleges and universities that prepare teachers, of the state professionals with immediate responsibility for licensure, and of the general public as represented by the National School Boards Association. This consensus has led to an excellent set of standards for accreditation of teacher education and to accrediting procedures that are generally acceptable in all types of institutions preparing teachers.

Portions of the N.C.A.T.E. program
(Continued on Page 84)

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Report From Washington

(Continued From Page 82)

especially relevant to our discussion here are as follows:

1. Institutions for teacher education are accredited by N.C.A.T.E. on the basis of carefully formulated standards for the professional preparation of teachers, with approval of programs for special categories of professional personnel, such as elementary teachers, secondary teachers, and others.

2. General education in teacher preparing institutions is accredited by regional accrediting agencies rather than by N.C.A.T.E., with accrediting of gen-

eral education required before N.C.A.T.E. will accredit professional teacher education.

3. State departments of education have shown a general tendency to adopt the judgments of N.C.A.T.E. on professional education as the basis for legal judgments in licensing teachers.

4. Licensing of teachers prepared in institutions across state lines is gradually becoming more manageable through the adoption of reciprocity agreements among the states. At present 18 states issue licenses to prospective teachers prepared in institutions accredited by N.C.A.T.E. in other states.

5. N.C.A.T.E. has assumed responsi-

bility as the accrediting agency for programs of preparation for school service personnel, including superintendents and other school administrators. After Jan. 1, 1964, two years of graduate study in such accredited programs will be required of new applicants for A.A.S.A. membership. The American Association of Health, Physical Education and Recreation has followed suit, and other N.E.A. departments are considering similar action. Use of N.C.A.T.E. standards as criteria for membership is evidence of professional determination to reach high professional levels.

"NEW HORIZONS," N.E.A. report, looks ahead in teacher education and professional standards. Poses questions of public policy.

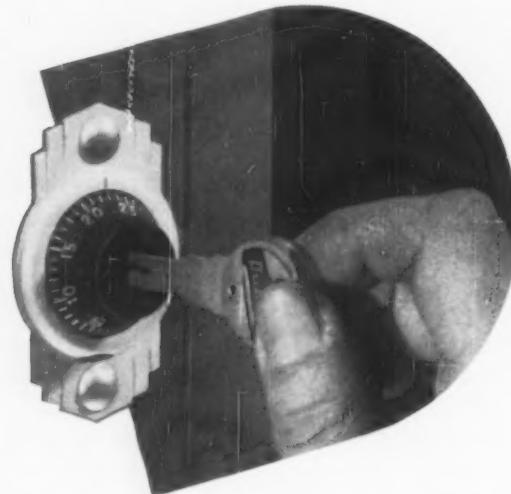
The N.E.A.'s National Commission on Teacher Education and Professional Standards has just developed a report on "New Horizons" in teacher education and professional standards, with five task forces reporting on several phases of teacher education and on accreditation, certification and professional performance of school personnel. Still subject to amendment and possible revision before adoption by N.C.T.E.P.S. at its meeting next August, this report leads us to wonder as to whether we have not been complacent in the field of teacher education. It assuredly looks ahead, and will awaken many.

The scope of "New Horizons" is broad. It recommends that the profession "... establish state professional standards boards with affiliated commissions on (a) preparation of teachers for elementary and secondary schools, (b) preparation of college teachers, (c) preparation of educational leadership personnel other than teachers, (d) accreditation of preparatory programs for all professional personnel, (e) licensure of all professional personnel, and (f) professional practices, the professional work toward the attainment of legal sanction for such boards."

The report emphasizes the concept of autonomy for the "profession," with controls affecting all professional personnel in both public and private schools and higher institutions. Doubt has been expressed that the word "profession" should apply only to persons who have been licensed for taking, along with others, education courses in accredited institutions. Resistance to what many regard as a comprehensive N.C.T.E.P.S. professional umbrella could affect the sort of cooperation among professional

(Continued on Page 86)

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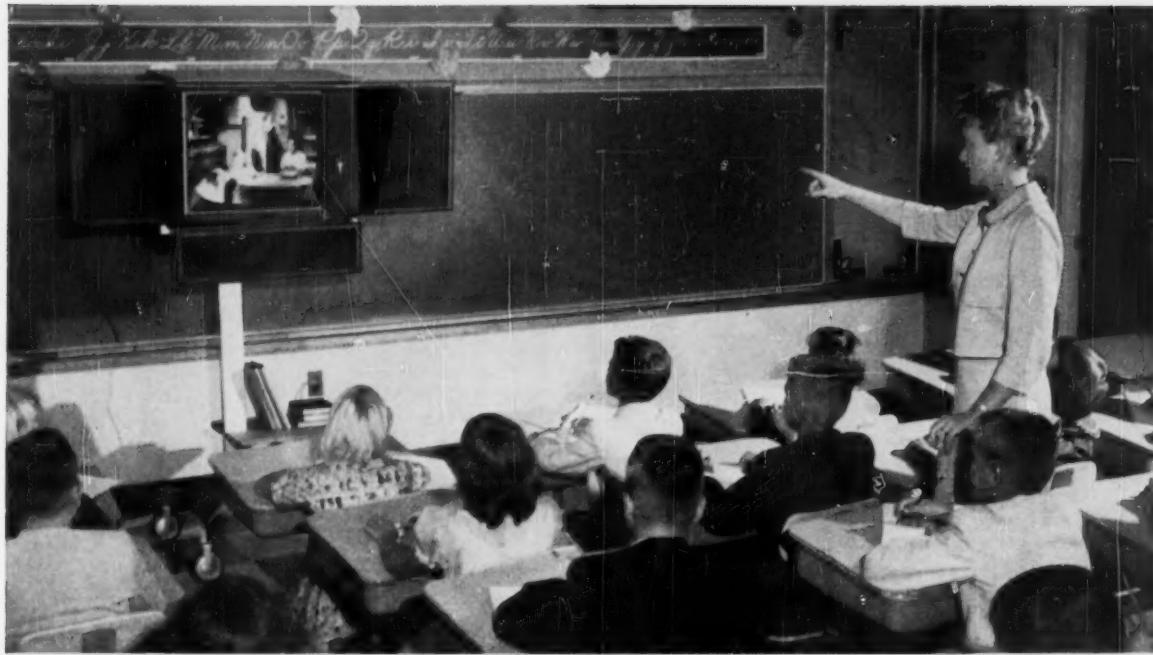


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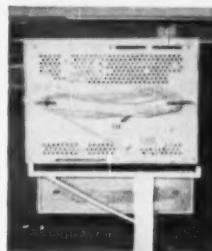
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Report From Washington

(Continued From Page 84)

groups illustrated by the organization and operation of N.C.A.T.E.

"New Horizons" also poses some questions of public policy, because increased professional autonomy in fields of public concern about such matters as licensure and enforcement of standards of practice means correspondingly *less public control* of the schools. A majority of the teachers are public employees, and their profession differs from others that are based on private enterprise. Law or medicine, for instance, typically serves through the selection and employment

of lawyers or doctors by adults who contract and pay for specified professional services. Compulsory attendance laws, the immaturity of pupils, tax support, and other factors differentiate public school personnel from those in private professions.

In its recommendation that the profession assume responsibility for the enforcement of standards of practice, "New Horizons" suggests that the role of the legal agency for education be limited as follows:

"Only in the event that disciplinary procedures involve revocation of a license to practice is the state legal agency involved. Recommendations affecting the

practitioner's license may originate within or without the profession, but internal agencies of the profession must make final recommendations to the legal agency which represents the public."

The position of the legal profession, both in legislatures and courts, will probably be to regard tax-supported education as a public concern, and to insist that the schools must be kept reasonably close to the people. Legislatures and boards of education may not favor as much relinquishment of public responsibility as "New Horizons" in its present form appears to suggest.

"HORIZONS" accepts N.C.A.T.E. as last word in accreditation. Profession may be premature in seeking so much authority over licensure before proving capacities.

"New Horizons" accepts N.C.A.T.E. in the field of accreditation, calling for better support to enable it to quicken its pace in accrediting all suitable institutions preparing teachers. This representation of the public for purposes of accreditation is apparently not to be carried over substantially into the fields of licensure and maintenance of standards of performance by professional personnel. We wish it could be, and that there could be less of the impression that N.C.T.E.P.S. may be acting more or less unilaterally.

There is some question about whether the organized profession may be premature in seeking so much authority over licensure and other aspects of public control before it has proved its capacities in simpler ways. For instance, professional criteria for membership in professional associations might be an earlier target, since "New Horizons" asserts: "Members of the profession will have to assume the mature responsibility of judging the performance of their peers." Formulated as professional advice to assist school boards and other legal authorities in speaking for public policy in public education and appropriately applied to a multiplicity of purposes, including determination of the quality of teaching performance for the fixing of salaries, such vigorous professional activity could greatly benefit education.

Eradicating Ugliness. A new \$750,000 Clinton High School has opened this year in Clinton, Tenn. It was built to replace the structure dynamited in October 1958. Principal W. D. Human reports that there are about 900 students attending, including 10 Negroes. Eight attended last year. Three or four more Negroes are expected this term. Classes had been held in a vacant school building at Oak Ridge, six miles from Clinton. No one has even been convicted of dynamiting the old building.

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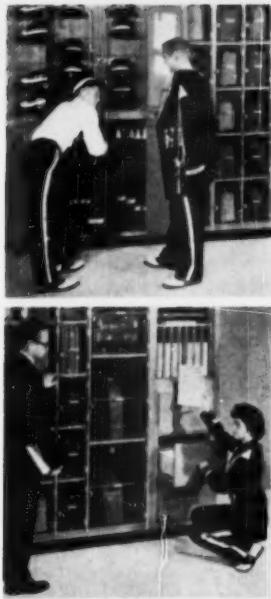
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National Council

(Continued From Page 54)

and will need to enjoy continuing national visibility in its work. Those responsible for it must be people of unquestioned integrity and distinguished competence who have earned and enjoy the full respect of their countrymen.

The plan should involve no power to make or execute educational policy.

Whatever influence it may come to have on American education should reflect the quality of the proposals offered and the extent to which they can win acceptance by educators and citizens exercising free choice.

The outcomes I have been describing cannot be achieved without some sort of agency. Others have given thought to this problem, and I claim no originality for this scheme.

I propose a group to be called the National Council on Education, or by some similar title. It might be chartered by the Congress, as the American Red Cross and other national groups are chartered. The council, board or whatever other designation it may carry would consist of perhaps 15 members. The first members should be appointed by the President of the United States, but upon appointment of the initial membership, the group would become self-perpetuating.

ing. The members would serve for 10 years each with the terms so arranged that one or two members would be replaced each year. No one would serve more than one term.

At the beginning, a plan could be worked out to provide, possibly by lots, for shorter initial terms for some of the members. Initial appointees with terms of less than five years might be eligible for reelection. The responsibilities of the group would be limited to making studies of educational problems, commissioning research and experimentation, and publishing findings and such proposals for policy as might from time to time appear desirable.

Needs But Small Staff

The Council's own establishment should consist of a highly qualified executive director and a small professional staff of possibly no more than 10 members with such clerical and stenographic help as might be required. Members of the Council would receive no compensation for their services but would be reimbursed for travel expense.

The financial support for the Council's activities ought not to come from federal funds.

At the outset the work might be supported by grants from several of the major foundations of the country. Later it might be supported, at least in part,

by annual contributions from local school boards or other groups choosing to contribute.

At a rate of 5 cents per pupil, with only a few more than half of the school boards of the country participating, the annual receipts from this source could approach a million dollars. In return for the contributions, local school boards could be given special consideration in the distribution of Council publications and such other services as might be possible or desirable. The Council would carry on some research under its own auspices, but would stimulate much more in universities and other institutions qualified to work on important problems.

The Council might establish standing committees to give special attention to elementary education or to secondary education or to various aspects of higher education. Such committees might be composed of one or two members of the Council and additional persons drawn from the country at large. For particular projects, special task forces could be created with specified charges and limited terms. To support these projects and the research carried on in universities, specific grants might be obtained from foundations. For purposes not involving direct support of the Council, the resources of the Cooperative Research Program of the U. S. Office of Education might be found suitable.

I have heard objections raised on several grounds to the establishment of such a body as I propose. Some say it would become too powerful, ultimately exerting control over the whole American school system. My answer is that it would have only the power of factual evidence, sound thinking, effective presentation, and open persuasion. No one would be obliged even to listen to it, much less to obey it. Its only authority would be the authority of a good idea. This can, of course, be considerable, but I can find little reason to object to any agency merely because it produces good ideas acceptable to free people.

A second objection is that the Council would enjoy such high prestige that many would be inclined to follow its advice unthinkingly. If either our school boards or our professional leaders are disposed blindly to follow advice merely because it comes from a prestigious source, we are badly in need of new leadership. Weaker boards and professionals of lesser competence might, of course, fall into line uncritically as a few do now, but the danger to the country in this possibility is not great. So long as we retain our present pattern of school organization, the hazard of too little local criticism is negligible.

Others say that such a group would be undesirable because it would tend to set standards for education in the

(Continued on Page 90)



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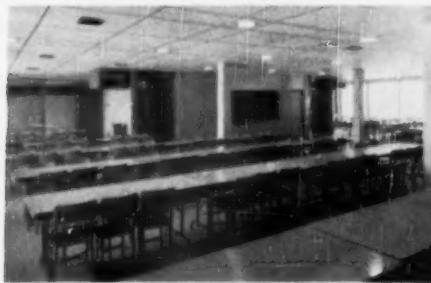
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National Council

(Continued From Page 88)

United States. If a shared vision of excellence is to be our standard, I can find no valid grounds for objection. To propose a respectable goal is not at all the same thing as forcing conformity to a fixed pattern. Without power of inspection or enforcement, no group could possibly impose a standard or compel compliance.

The proposal set forth here is certainly not a scheme under which every fifth grader in the country will be reading the same line at 10 a.m. on the third Wednesday in October. Nor would it

result in a prefabricated curriculum, mass produced and ready for installation in every community. It most certainly would not relieve state departments of education, local school boards, or professional staff members of their present responsibilities. It could, I am convinced, give them substantial assistance in defining their problems and add to their resources for attacking them.

But another question remains and must be faced. Why set up another agency to wrestle with education in America? We have seen countless commissions, committees and boards come; investigate, publish and depart. Why another and why this kind?

To be sure, we have had and have now a multitude of bodies busy with school questions. But none now existing has the breadth of scope, the freedom from special attachment, and the permanent stature envisioned in this proposal. For the first time we could have a group with the opportunity, the freedom, and the resources to view American education as a totality, or to work with the problems of any segment of the whole enterprise.

No Political Ties

The Council could offer its findings and recommendations to the Congress, to particular governmental agencies at any level, to groups of public or private institutions, or to the people. It would be free of political affiliation and would depend on no single budget.

Our diversified school system has many strengths but also a number of serious weaknesses. If these weaknesses are allowed to remain, they can bring only harm to our people. The evidence is already impressive and increasing daily that our nation cannot achieve its historic purposes if it continues to tolerate second or third rate schools.

The facts are often marshaled to demonstrate the inequality of the physical conditions in the schools our children attend. We do not talk much about the equally wide range in the professional resources and local leadership in American schools.

However highly we value local autonomy, these differences can be called neither respectable nor desirable. They will persist in the United States until we devise better ways to identify the goals we ought to seek through our schools and the means by which they can be attained. A national group of the sort I have tried to describe can, I believe, provide for the United States the kind of leadership we need to relate education meaningfully to our national goals.

If this proposal has any value, it may be to carry forward the discussion toward a solution of our problem. On two points, however, I am firmly convinced. One is that we need to identify more clearly the goals toward which the American school system ought to be moving. The second is that there is nothing inherently bad about an idea merely because it comes from one point in the United States rather than another.

The values of local freedom in curriculum development are considerable and should be retained. But local autonomy can be harmful if those who exercise it are not well informed and wisely oriented. Objective, competent and impartial national leadership on curriculum questions could substantially strengthen every local school system in the country.

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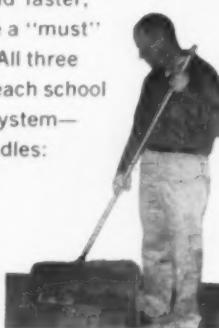


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Opinion Poll

(Continued From Page 55)

An Indiana administrator, though not blaming the school itself for vandalism, declares that a cause for it is that "our schools and our classrooms are getting too large in numbers, and a student, instead of being a personality, is gradually becoming a number assigned to a certain seat."

Another direct attack on the school comes from a respondent from Kansas, who holds the school responsible to a degree for not punishing offend-

ers quickly and justly. This schoolman asserts: "Punishment itself does not prevent wrong acts, but certainty of punishment will eventually prevent them."

Only 6 per cent of the respondents would say that schools are "primarily" responsible for vandalism. Schools should have stronger discipline, according to a South Carolina schoolman. "Respect for authority should be taught and demanded!"

Some administrators commented that they did not have the problem of vandalism. They are among the

17 per cent that believes the school is "not at all" responsible. Others in this group that acquitted the school of responsibility would charge parents with it.

Parents should pay for damages. Though administrators participating in this opinion poll differ as to who should be blamed for vandalism, 95 per cent of them agree that the law should hold parents financially responsible for their children's damage to schools.

Argues a Kansan: "At times, it seems that the purse is the best way to gain necessary attention on the part of persons."

A respondent from Indiana contends that "the children who do the damage normally come from homes where it would be impossible to hold parents responsible for damage. Some will not even pay for books and supplies," he says.

Insurance Against Vandalism

The suggestion of a Vermont administrator might be an answer in this case: Schools "need to have proper insurance against vandalism to ensure adjustment over and beyond what any parent could afford. This state holds parents liable for a minimum of damage."

Officials from Wisconsin and South Dakota said that their states have laws making parents liable for damage to property up to \$300.

P.S.:

An administrator from California reported to *The Nation's Schools* that there had been no instances of vandalism in his school for the last eight years. During recent weeks, however, the school was entered and the office safe damaged. The day after the break-in, that superintendent received this month's opinion poll questionnaire.

ELEMENTARY

*To glorious heights
the lad does not aspire,
As a rule;
He's never thought
of setting the world on fire,
Just the school.*

—STEPHEN SCHLITZER

(Photo illustrates "NASSAU" exclusive print on Luxout DIM-OUT draperies.)

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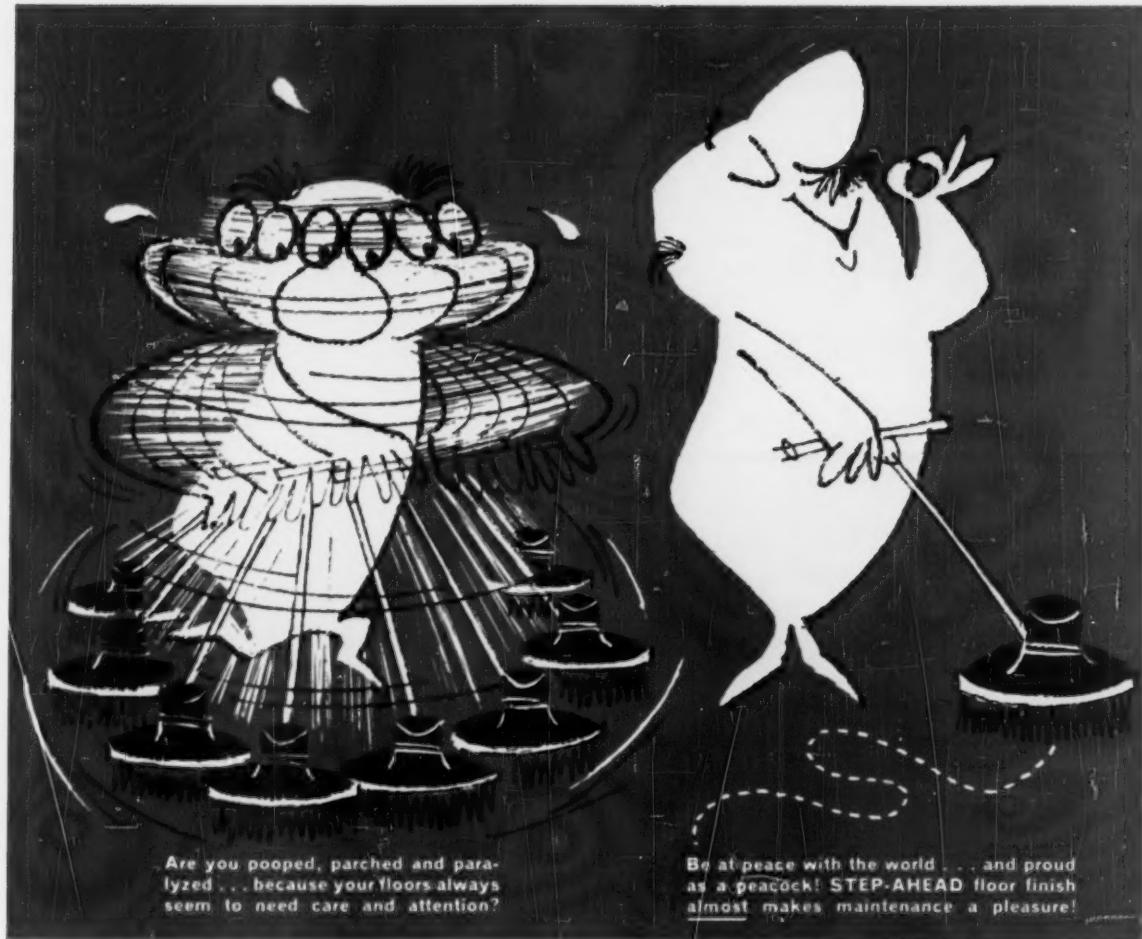
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School Law

(Continued From Page 63)

bind the board,¹⁹ there is one exception to this rule: In case of emergency it has been held, at least indirectly, that an architect can bind the board with respect to a matter

¹⁹Goin v. Board of Education of City of Frankfort, 183 S.W. (2d) 819, 298 Ky. 645 (1944); Connolly v. Board of Education of Trenton, 135 A. 474 N.J. (1926); Bender v. Hanover Township School District, 34 Luz. L. Reg. Rep. 198 Pa. (1958); McDaniel v. City of Beaumont, 92 S.W. (2d) 552 Tex. (1936); Columbia Security Co. v. Actua Accident and Liability Co., 183 P. 137, 108 Wash. 116 (1919); Smith v. Board of Education of Parkersburg District, 76 W.Va. 239 (1915).

concerning which he has no authority.²⁰ In Kentucky, following a flood, an architect, in the presence of a majority of the board, verbally ordered the contractor to do certain reconditioning. In spite of the fact he gave his assurance that the board would pay, the court refused to permit the contractor to collect some \$5000 for his work. With respect to the emergency, the court, while recognizing the rule, held it ceased to exist as the flood was over.

²⁰Goin v. Board of Education of City of Frankfort, 183 S.W. (2d) 819, 298 Ky. 645 (1944).

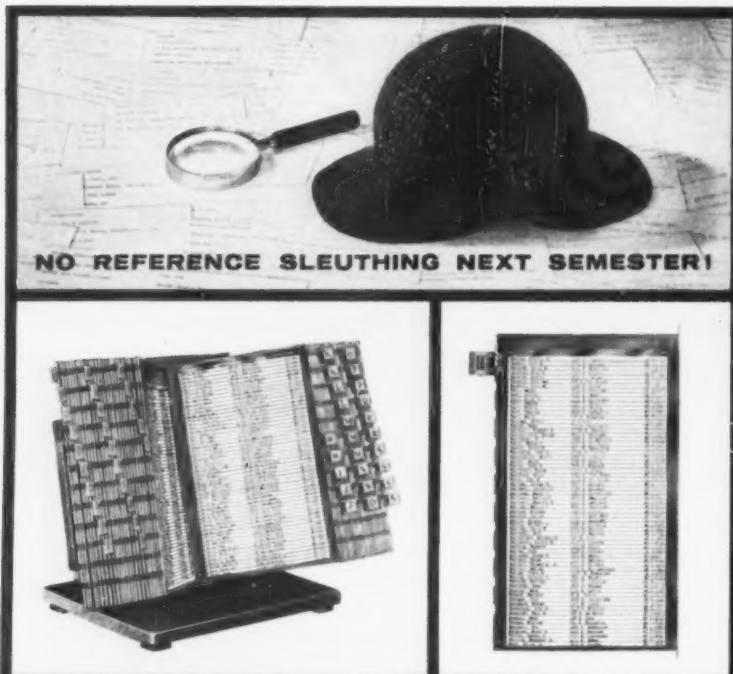
Assumes No Responsibility. Speaking negatively with respect to the authority of the architect, it has been held that an architect is not required to see that the board does not contract with the contractor in such manner as to constitute a violation of the statute.²¹ In this case, brought by an architect to collect for his services from a school board, the board contended that it owed the architect nothing because the estimated cost of the building he had planned exceeded the legal debt limitation placed upon school districts. The court disagreed, however, saying:

The plaintiff's agreement, when made, was valid and would not have become illegal by subsequent action of the board in letting a contract for a price in excess of the constitutional limitations. The architect was not concerned with the ultimate cost of the building and it did not enter into his contract except as it fixed his compensation. He was not required to see that the board subsequently observed the law in contracting with others and did not unlawfully increase the debt limit in letting any or all of its contracts. He had the right to assume, and did assume, that having a valid contract with it for his services, the board would not exceed its powers in the construction of the building.

The difference between the thinking of this court and that of a Kansas court²² should be noted. In the Pennsylvania case the court stated that "the architect was not concerned with the ultimate cost of the building and it did not enter into his contract." The Kansas court, under somewhat similar circumstances, held that even though the cost of the structure was not mentioned in the written contract, it was to be implied therein.

School Board's Authority. No discussion of the architect's authority under contract would be complete without a word about the school board's authority. In this connection it has been held that a delegation of authority to an architect does not act to rob the board of all of its power. In Washington, for example, it has been held that where a board delegated to the architect the authority to give final approval of the

(Continued on Page 96)



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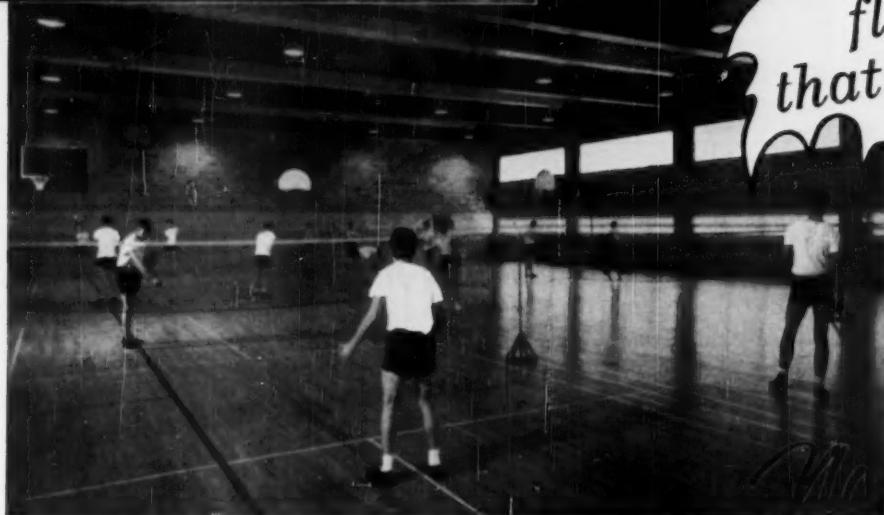


²⁰Altman, for the Use of Frost v. School District of City of Uniontown, 1 Fay. L. J. 211 Pa. (1938) [affirmed 5 A. (2d) 896, 334 Pa. 336 [1939]].

²¹Bair v. School District No. 141 of Smith County, 146 P. 347, 94 Kan. 144 (1915).



Student Center, North Carolina State College, Raleigh. The patterned floor of this dining-assembly-lecture space is Northern Hard Maple. Architect: William Henly Deitrick—John C. Knight & Associates, Raleigh.



Gymnasium, Maine Township High School, Des Plaines, Ill. Architect: Childs & Smith, Chicago. Photo by Hedrich-Blessing.

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is as good a "buy"

as

the finest
floor
that grows

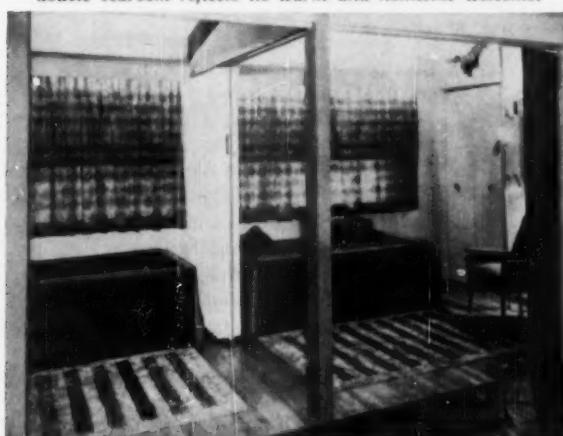
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School Law

(Continued From Page 94)

completed structure, the board could, if it wished, give final approval to the structure even though the architect refused so to do.²² In so ruling, the court said:

But the delegation of the authority to represent the school board in the matter of the construction of the building is not a complete surrender of all power by the board. The architect is an agent of the board, to act in its behalf. If he refuses a certificate because the work is not done in accordance with the contract, the contractor is bound thereby in the absence of wilful, arbitrary or capricious action on his part. If he issues such certificate, it is likewise under the same conditions binding on the board. But this would not prevent the board from accepting the work in case they desired so to do. Certainly the board can waive any provision in the contract placed there for its benefit.

²²Union High School District No. 400 of Whatcom County v. Pacific Northwest Construction Co., 269 P. 809, 148 Wash. 594 (1928).

(The two remaining installments of this study will review legal recovery rights by the architect when there is no contract or the contract is illegal, under quantum meruit, and under abandoned contract, breached contract, and other conditions.) ■

Big-City School

(Continued From Page 74)

them underground, "the precious land is freed for athletic and recreational facilities as well as creating a park atmosphere for the school."

"This school can be built today," according to Mr. Brubaker. "We have the know-how. It would mean changing building restrictions in most areas, but if there is a desire to create a proper environment for learning in urban areas, this is no difficulty."

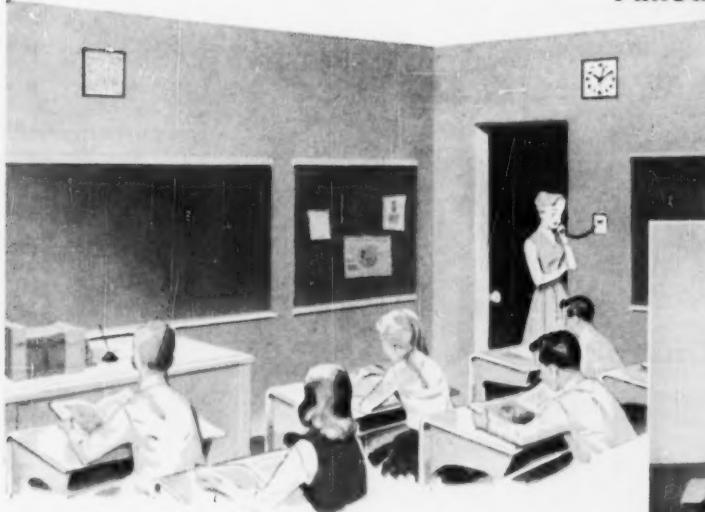
By using the first two or more underground levels for parking, automobiles act as a protection in case of bomb attack. The underground area would be no dark hole, either, says Mr. Brubaker. He visualizes an interior court, artificially lighted, for the underground facilities.

Another "plus factor" he finds in this new concept is the way a tower school serves to unite a community divided by an expressway. "The tower stands as a symbol of the community and can be seen from any point in the physically divided city." ■

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(Continued From Page 32)
ordinators and subject area specialists came from the senior high schools.

For the new faculties it was a time of delightful educational ferment. No school people ever worked harder. If there was some lack of scholarly bias at the junior high level, it could be traced perhaps, and now futilely, not only to the fervid interest in other important goals but to the disproportion of teachers with senior high experience.

Overloads. There could be another reason. One of the absurdities some of us practiced then (and some still do) was to give the junior high teacher a

heavier student load than that which prevailed among both the elementary and senior high teachers. Dr. Conant chides us for it. The junior high years are still the most difficult. English teachers in the junior high, as in the senior high, should have a maximum load of 100 students.

Among our past sins we ought to count the mayhem we wreaked on the elementary schools when we drew off their top teachers. For a long time they suffered from faculty anemia and low blood pressure in the status and morale regions. The elementary school was forced to take a new look at its own mission. On the whole it was clarified.

"If I Have Four Apples." Before I leave the subject — unfinished, of course — I have only one more comment. It has to do with the question of a six versus a seven period day. Dr. Conant says that seven periods permit more flexibility — and so say a lot of other people.

But some of these others — school board members, editors and even teachers — are slow to grasp the mathematics of it. They talk about room for such electives as music and art and personal typing for the college bound, and reach the easy conclusion that it is necessary only to tack on a period at the end of the school day for such electives. They seem to believe that this measure would really yield all the values of an honest seven-period day. I say that it will not.

That sort of arrangement is only a half-flex. It doesn't provide the added scope necessary for ability grouping — a prime Conant canon. It's like this: The typical student schedule is made up of four and one-half subjects. That takes up five periods. In a six-period day it leaves only one period of leeway. A seven-period day yields two periods of leeway — twice as much. Any period not used for extra subjects increases the opportunity for registering a student in his own subject ability group without conflict with some other subject.

Maybe only a school schedule-maker can explain it adequately. He knows that with a six-period day, when once the youngster is registered for the appropriate ability sections in mathematics and foreign language for example, the chance to extend ability grouping to science or English or anything else is virtually gone. That seventh period, available for the whole gamut of subjects, is needed if we are to make ability grouping effective.

Superintendents and principals know all about permutations and combinations, but there is plenty of evidence that their clients do not. Maybe we should play musical chairs with them, demonstrate the number of different ways you can seat five people in six chairs, and then the number of ways you can do it with seven chairs. Or, though this comes harder, you can pull out 7 one-dollar bills, lay five of them aside as already owed to the grocer, and then demand to know whether one of the remaining bills will buy as much as both of them. But don't count on convincing everyone.

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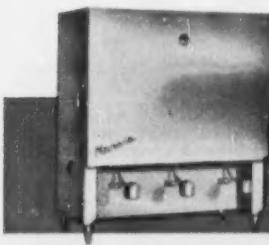
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You had better be sure that every member of your staff has a copy of this "Memorandum to School Boards" — if only because it has stout words about the respective provinces of the board and the professional staff.



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with creamer. Two 5-gallon cans of milk and a 3-quart cream can, 39½" high, 27" wide, 20½" deep. Creamer model available in Super series. All Norris dispensers have temperature controls.

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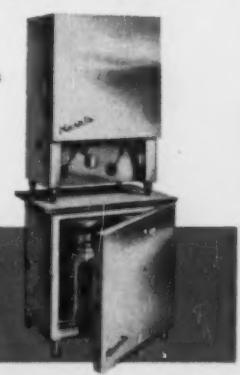
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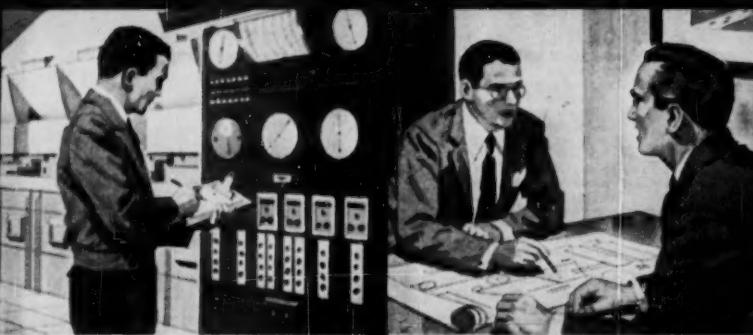
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Rural Education

(Continued From Page 76)

Norton insisted. He suggested that movements for school district reorganization "already under way to an extent never heard of before" must continue to sweep the country until all administrative units are of "sufficient size to justify an efficient system of supervision and administration and the provision of essential services.

"We have talked much about equalization of educational opportunity and indeed we have made commendable progress in establishing the equalization principle in state financing of schools," said Dr. Norton. He maintained that the basic problems facing rural education will never be solved "by equalizing inadequacy." The time is here when we must "adequate education," he declared.

"What rural America needs is not just more education, but more and better education."

Rural education is "still the concern of 61 million people, of whom some 20 million live in rural farm areas," said Howard A. Dawson, who is retiring this year as executive secretary of the department.

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Dr. Dawson called for more equitable salaries for rural teachers, more equitable funds for current expenses, including instructional expenses for rural and rural-related schools, and a vast expansion of intermediate units with sufficient personnel and financial resources to provide adequate services to all of the constituent school districts.

In conclusion, he stated: "If the problems enumerated are to receive adequate attention, the organized profession must continue its attention to rural education and expand its efforts in that field. It would not be only morally remiss toward our own rural people, but we will become ridiculous in the eyes of the rural people throughout the world if we fail to give proper status, financial support, and recognition to the rural services of the organized profession. For the N.E.A., under its 'Expanded Program,' not to expand its division of rural service hardly seems in keeping with the needs of the day."

Small community life has inherent values that escape us if we live by an "urban-oriented scale of values," P. F. Ayer, rural sociologist and executive secretary of the Council of

the Southern Mountains, Berea, Ky., said. He named as those values: significance of the individual, potential of the individual, individual responsibility, interdependence of mankind, and effectiveness and basic satisfaction of person-to-person-to-person relationships.

Participants in the group assemblies that followed echoed this concern for preserving rural values.

Richard E. Jammers, professor of education at Eastern Kentucky State College, Richmond, told delegates that teachers "need to identify the learning-living needs of the people, and then the job is to find the resources to meet those needs."

New President Outlines Tasks

In his inaugural address, the new president of the department, Clifford P. Archer, professor of education, University of Minnesota, outlined tasks for rural education in the years ahead.

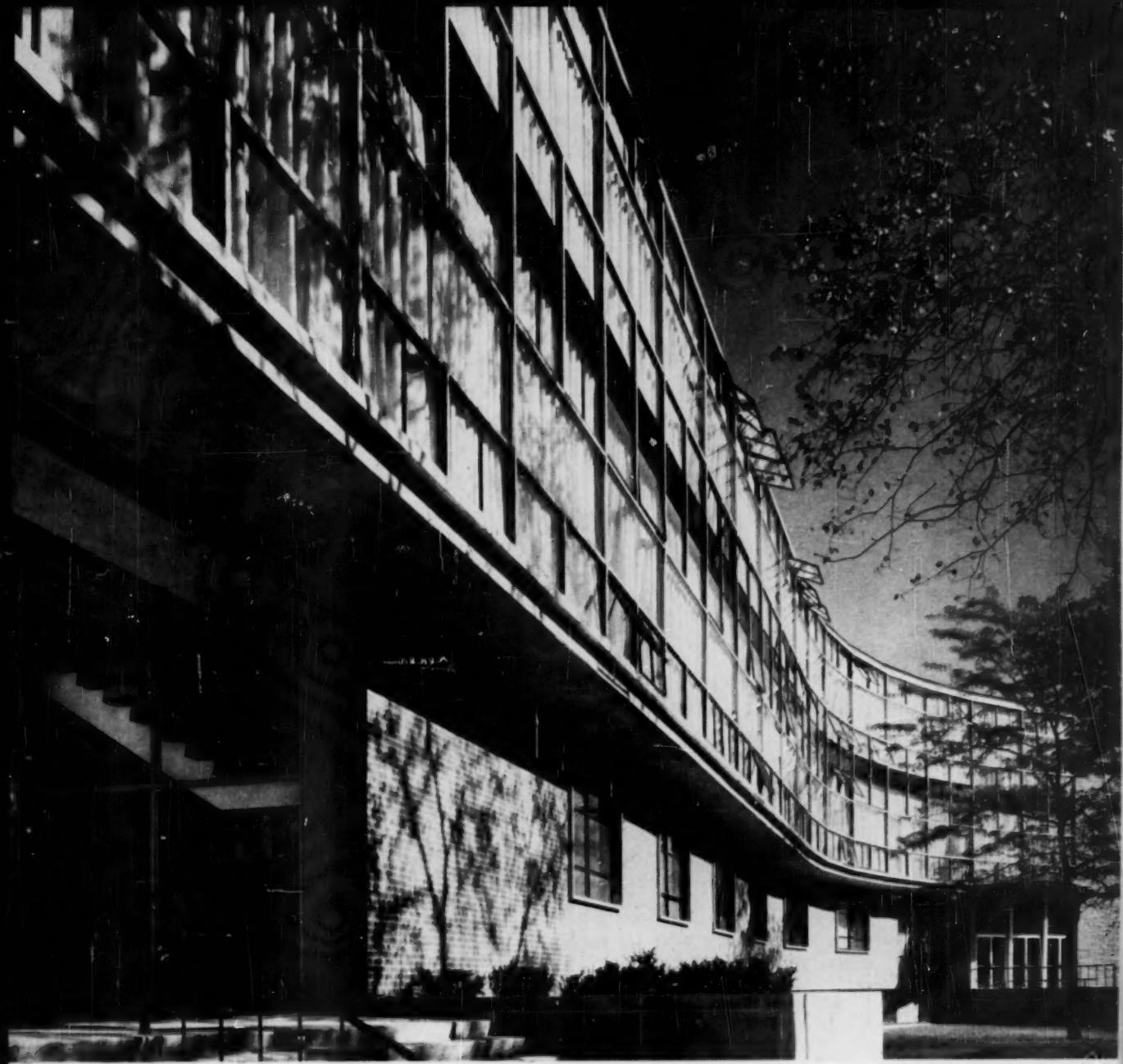
For instance, "consolidation and reorganization of school district boundary lines are only a beginning of the battle to provide better education for rural people. These newer districts still have the task of building a curriculum and educational service program in keeping with the needs of a modern rural society."

In so doing he, too, presented a "case" for rural education. "If we believe that the school should help solve the problems of living and should make a difference in the lives of people, then we must recognize that technological changes have not removed the need for rural education, but instead have created new and more serious problems than existed when the Division of Rural Service and the Department of Rural Education were first established."

At a session of the Division of Pupil Transportation, Stanley A. Abercrombie, assistant secretary, National Commission on Safety Education, N.E.A., reviewed the changes in minimum standards for school buses.

He commended the cooperation of the states and industry in the national conferences on pupil transportation as resulting in "many significant improvements for safer and more economical school buses."

Many of the sessions of this group were in the form of problem clinics. Panelists presented solutions to par- (Continued on Page 104)



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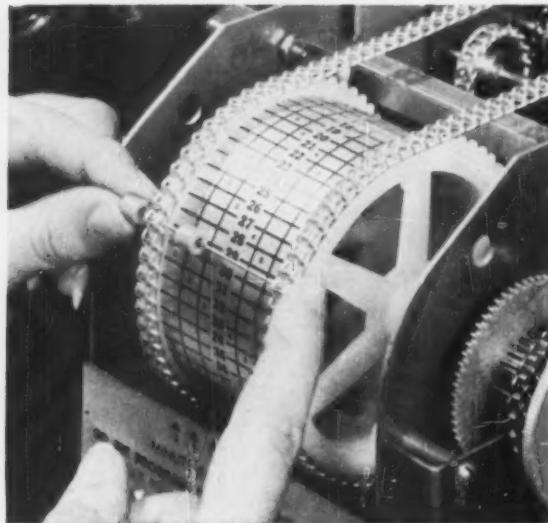
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Rural Education

(Continued From Page 102)

ticular problems in their locales. For discipline problems on buses, one district had rules of conduct printed on cards and distributed to students. Each was required to take the rules home, and return the cards with the signatures of the parents. The signature sections were detached from the cards and the cards were then filed in the office. Thus the "but-I-didn't-know" situations were eliminated.

First speaker to address the Division of County and Rural Area Superintendents was Alfred W. Beatie, superintendent, Allegheny County, Pennsylvania, who termed the county superintendency "a co-ordinating agency" and explained some of its duties. "There is the matter of coordinating high school schedules to permit capable students to attend universities or area technical and vocational schools part time. Coordination of programs, policies and procedures across municipal and county boundaries is becoming an increasingly important responsibility of the county superintendency.

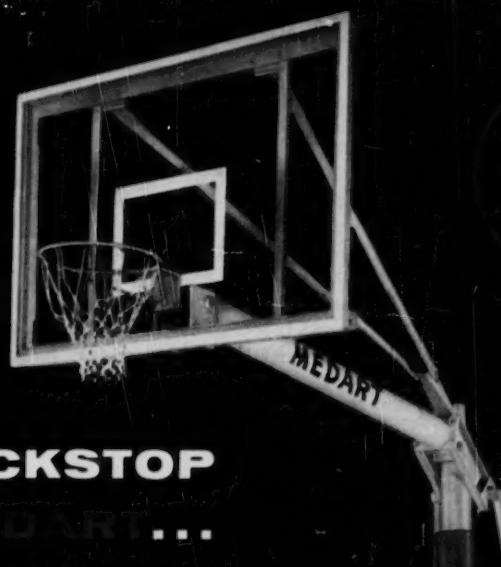
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Gov. Bert T. Combs told the "Kentucky Story" and urged the educators "to be more active in your government."

Shirley Cooper, associate executive secretary, A.A.S.A., stressed the importance of the county superintendent's using the potential of various organizations and agencies in moving forward the educational programs in his county. "The county superintendent in a complex suburban society may be bewildered at times by the purr and brilliance of the complicated machinery of democracy. He may be disturbed by the pompous clattering of organizations and agencies. But only for a moment. As he turns to the underlying values of society, to the basic desires of individuals, whether they are functioning singly

(Continued on Page 106)



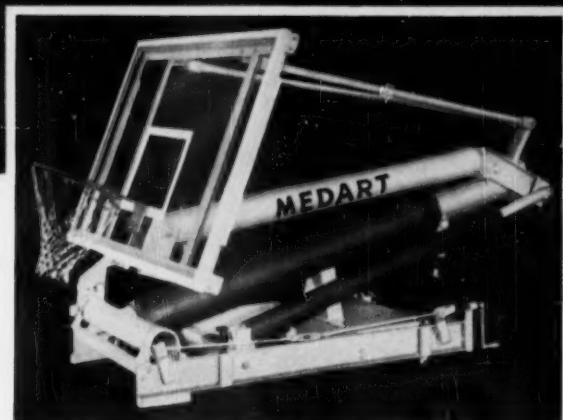
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Rural Education

(Continued From Page 104)

or in groups, he gets a sense of direction and a clarification of purposes that enable him to assume his position as an effective leader in this complex social scene."

At the business meeting, the Department of Rural Education adopted for the first time, a platform, stating that federal funds for public schools should not be earmarked for specific educational purposes, such as classroom construction, and that the

states should have the right to decide how these funds should be used.

Also in its platform, the department expressed concern for "promoting the reorganization of school districts so that rural schools, with those of rural-related or urban areas, will utilize and enhance the distinctive experiences of rural children and youth in enriching the program of instruction."

A visitor to the conference from South Australia, Jack Whitburn, a superintendent of rural schools, told the press that citizens there are trying to get federal funds earmarked for

education. Presently the government gives tax money to the states to use as they see fit; no amount is specified for education.

Believing the greatest concern in education to be "the worldwide conflict in ideology between the Communist world and the free world," Cecil D. Hardesty, superintendent of San Diego County, California, and new president of the Division of County and Rural Area Superintendents, said in his address: "In our schools today the sciences and mathematics are significant. Values and understandings and beliefs emphasized in the social studies are crucial. But understanding of, belief in, and dedication to the American way must truly have first priority in every classroom if the way of free men is to survive."

The 900 delegates did not ignore the fact that they had gathered in Kentucky. Many of the male participants donned string ties in the manner of a Southern brand of gentleman. Long skirted and ruffled "Kentucky Belles," most of whom were school administrators, fulfilled their roles as members of the hospitality and reception committee. Each of the visiting ladies received a ceramic horse head pin as a reminder of the state's most famous tourist attraction. And if that wasn't enough, there was a tour for visitors to get a firsthand look at the horse farms.

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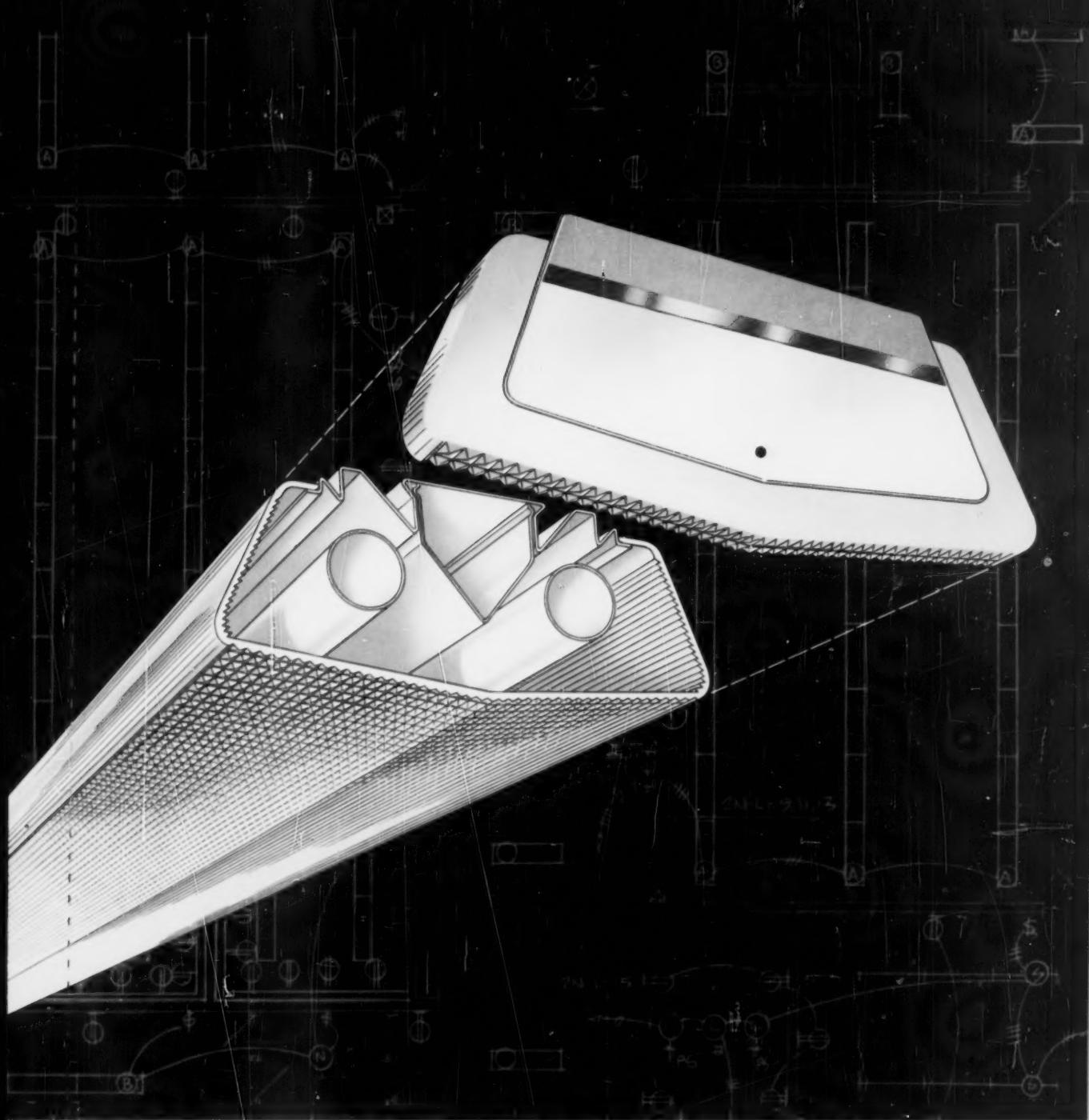
Says High School Trained Drivers Safer

CHICAGO. — Drivers who have had driver training in high school have only half as many accidents and traffic arrests as those who lack this training, according to Agnes D. Beaton, director of women's activities for Allstate Insurance.

At a youth session of the National Safety Council's annual convention here, she presented figures that accorded to driver training the saving of 851 lives and \$128.5 million in property losses through automobile accidents in the last year.

Drivers under 25 years of age account for 31.5 per cent of all accidents and 28.5 per cent of all traffic fatalities. This age group makes up only 18.4 per cent of the driver population.

"We are putting more properly trained drivers on the road than ever before, but not enough," she said. "Youth leaders must emphasize the importance of driver education to your parents, your school, classmates, and community."



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School Planning Specialists Adopt Resolutions, Elect Officers, Choose Convention Sites

TORONTO, ONT. — One of the resolutions adopted at the closing session of the 37th annual meeting of the National Council on Schoolhouse Construction, recommended to the U.S. Office of Education that its School Housing Section "be given a substantial voice in the formulation of policies and establishment of procedures for the administration of federal funds in any future program of federal aid for school plant capital outlay."

'Bible Decision' by High Court Is Merely Vacating Order

WASHINGTON, D.C. — A Philadelphia federal court has been ordered by the U.S. Supreme Court to *reconsider* an earlier decision that reading the Bible and reciting the Lord's Prayer in Pennsylvania schools is a violation of the U.S. Constitution and the Constitution of the Commonwealth of Pennsylvania.

Nationally circulated newspaper reports had implied that the Supreme Court had reversed the lower court's decision and had ruled in favor of the practices in question. Investigation by The NATION'S SCHOOLS, however, disclosed that the Supreme Court action consisted of a one-sentence per curium order vacating the lower court's decision and sending the case back to the lower court "for such proceedings as may be appropriate."

The Supreme Court based its action on a change in the old Pennsylvania law requiring the Bible reading and the prayer. The new law — unlike the old, which was found illegal — provides that students, at the request of their parents, may be excused from participating while the Bible is being read and the Lord's Prayer recited. The old law contained no "excuse" provision.

At its October 4 through 7 meeting here the council also expressed its "profound appreciation and gratitude" to W. D. McClurkin, retiring secretary-treasurer, for 14 years of "leadership and effective service" in that dual office.

At the business session, members voted to hold the 1962 meeting in Denver, following the 1961 session to be held in Atlanta.

New officers are: Arnold C. Tjomsland, Washington State University, president; James L. Taylor, U.S. Office of Education, vice president; Floyd G. Parker, Michigan State University, secretary-treasurer, and A. B. Grimes, Iowa State Department of Public Instruction, committeeman. Lloyd L. Waite, retiring president, Shreveport, La., becomes a member of executive committee.

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classrooms are not in use? Why be without the rapid heating speed and economy of gas?

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'Frontier Thinking' on Controversial Issues—Highlight of Annual Conference of Curriculum Specialists

CHICAGO. — Research findings will be featured at the 16th annual conference of the Association for Supervision and Curriculum Development, N.E.A., which will be held here March 12 through 16. According to Margaret Gill, executive secretary, the general sessions are being designed to bring before the entire membership "frontier thinking on timely, critical and controversial issues bearing on supervision and curriculum development today."

For discussion purposes there will be

two types of member groupings — area meetings and job-alike sessions.

The five area discussion groups will concern themselves with the following: frontiers of knowledge that have significance for improvement in education; new research on learning; planning at various levels for excellence in schooling for living in a democracy; processes and problems in developing and coordinating a reasonable K-12 school program for children growing up in a democracy; and change, directions and pressures

for acceleration in the decade that has just begun.

In the 30 job-alike groups members with similar duties will examine common problems and interests.

Speaker at the opening session on Sunday afternoon will be Arthur Wells Foshay, A.S.C.D. president and director of the Horace Mann-Lincoln Institute of Experimentation at Teachers College, Columbia University.

A fourth type of conference activity will be the assemblies, representing panels of outstanding educators who will discuss research and practices related to curriculum frontiers. Emphasis on this type of presentation follows indication in last year's evaluation report of strong support for "the type of meeting where members have the opportunity to listen to competent, well informed speakers."

Former Iowa Superintendent Heads A.A.S.A. Committee

WASHINGTON, D.C. — Forrest E. Conner, president of the American Association of School Administrators, has announced the appointment of J. C. Wright, superintendent of public instruction in Iowa for the last five years, to the headquarters staff of A.A.S.A. Dr. Wright has resigned his post in Des Moines to take the position. He will direct the program of the A.A.S.A.'s Committee for the Advancement of School Administration.

Dr. Wright was superintendent of the Keokuk, Iowa, schools from 1940 to 1955. He has been state superintendent of public instruction since 1955, and has been a member of The NATION'S SCHOOLS editorial board since 1956.

Language Teaching, Ethics Among A.A.S.A. Topics

SAN FRANCISCO. — "Formal foreign language instruction should not begin before the seventh grade." This statement will be the subject of a debate to be held here at the first 1961 regional convention of the American Association of School Administrators, February 25 to 28.

Presenting the affirmative side will be Dan T. Dawson, executive secretary, California Elementary School Administrators' Association, Burlingame; the negative will be argued by Robert F. Hogan, supervisor of foreign languages, University of California, Berkeley.

Hollis A. Moore Jr., dean of the college of education at the University of Arizona, Tucson, will chair a group to discuss: "Are school administrators ready for a code of ethics and the responsibility for enforcing it?"

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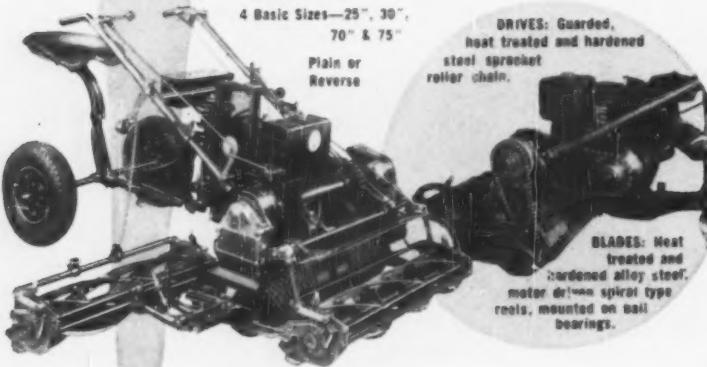
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ZONE STATE

Integrate New Orleans Schools; Precedent Seen for South

NEW ORLEANS. — Token integration in public schools here became a historical fact on Monday, November 14, after nearly eight years of legal battles between the state government and federal courts. Four Negro girls were admitted to the first grade of two formerly all-white schools.

New Orleans Supt. James Redmond told TV audiences that further integration is not likely this year and probably will proceed slowly in subsequent years.

In an unsuccessful maneuver to prevent token integration in New Orleans State Supt. Shelby M. Jackson risked a citation for contempt of court in declaring Monday, November 14, a school holiday. Only the New Orleans schools ignored the statewide holiday.

Observers here believe that these events, with the school board heeding the warnings of federal courts, are likely to influence action in other communities in the South where token integration is meeting strong resistance.

Despite vows of Gov. Jimmie H. Davis, folk singer and cowboy movie actor, that he'd go to jail rather than let a single Louisiana school be integrated, the first day of integration was without violence. About 75 state policemen came to New Orleans under orders from the state legislature.

The four Negro girls were escorted to classes by federal deputy marshals.

End of N.Y.C. Teacher Strike Viewed As Only "Truce"

NEW YORK. — The question of whether the board here will adopt a policy recognizing collective bargaining by organized teacher groups remains unanswered despite ending of the recent teacher strike. The strike, which began on November 7, was called off the next day by the United Federation of Teachers after the board of education promised there would be no reprisals against the 4600 strikers. The union, however, said that it had agreed only to "an honorable truce." Charles Cogen, U.F.T. president, said: "We have given up none of our demands and none of our freedom of action." Demands include duty-free lunch periods, additional sick leave, and higher teacher salaries. The board of education has agreed in principle to two other demands, a union-dues checkoff system and steps toward collective bargaining.

A related issue deals with what organization or agency is to represent teachers in bargaining with the board. U.F.T., one of 39 teacher organizations in New York City, claims to represent 10,000 of the city's 40,000 teachers, and to be the largest major group in the city. It is seeking to be named as bargaining agent for the teachers.



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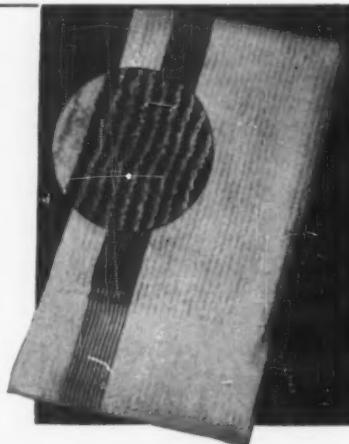
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School's Role Presented at Schoolmen's Week Conference

PHILADELPHIA. — Varying degrees of emphasis were given to the school's responsibility for intellectual education by speakers at the annual Schoolmen's Week conference here, October 12 to 15. These views generated great interest among the approximately 15,000 teachers and administrators who participated in the conference.

Some speakers stressed intellectual education as the school's primary responsibility, while others appeared to conceive of the school's role as that of a socializing agency. The views of still others represented a compromise, ranging somewhere between these two extremes.

An outstanding attraction of this conference was the large exhibition of books and educational supplies.

A partial list of speakers includes: William H. Cartwright, head of the department of education, Duke University; Newton Edwards, professor emeritus, University of Chicago (recently retired from the University of South Carolina); John H. Fischer, dean, Teachers College, Columbia University; Douglas Williams, colonial attache, British Embassy, Washington, D.C.; Gilbert Seldes, director, Annenberg School of Communications, University of Pennsylvania, and Lindley J. Stiles, dean, school of education, University of Wisconsin.

Conference theme was "Education — Intellectual, Moral and Physical," thereby commemorating the 100th anniversary of Herbert Spencer's book of the same title. — *Reported by LEE O. GARBER, school law consultant, The Nation's Schools.*

New High School To Host S.A.S.B.O. Convention

RICHMOND, VA. — The annual conference of the Southeastern Association of School Business Officials will be held in Virginia for the first time. The 1961 meeting will be held here April 19 to 21.

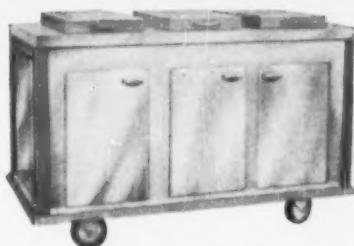
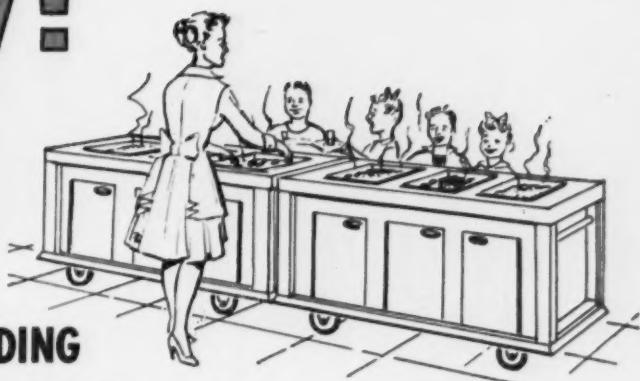
While headquarters will be at the John Marshall Hotel, some of the main attractions are being scheduled at the district's new high school, which was opened last September.

The schedule includes a building tour, with the aid of student hostesses and faculty representatives stationed throughout the structure; a banquet, food for which will be prepared by the school's cafeteria staff and served by its home economics students, and a program of round-table discussions, with a separate classroom being set aside for each group. This plan is expected to permit adequate opportunity for investigating all aspects of the building's planning.

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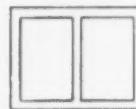
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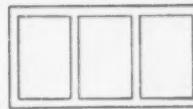


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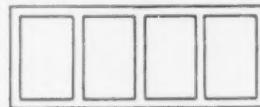
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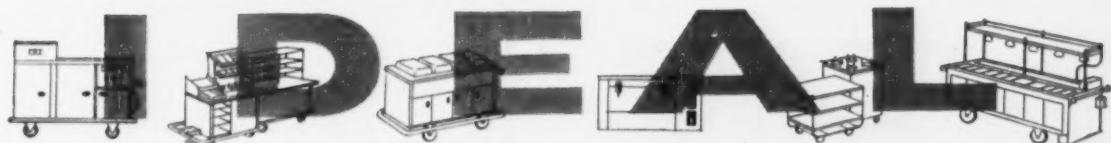


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118 For additional information, use postcard facing back cover.

Book Shelf

Publications of recent copyright and of interest to school administrators

ADMINISTRATION

Simulation in Administrative Training. University Council for Educational Administration, Columbus, Ohio. Pp. 46.

Social Status and Leadership. Melvin Seeman, University of California, Ohio State University, Columbus 10. Pp. 149. Cloth, \$4; paper, \$3.

Sharing Educational Services. Catskill Area Project in Small School Design, 215 Home Economics Building, State University College of Education, Oneonta, N.Y. Pp. 20. 50 cents.

AUDIO-VISUAL

Film and Television in Education for Teaching. British Film Institute, 81 Dean St., London W.I. Pp. 66. Two shillings and sixpence.

Teaching Machines and Programmed Learning. Edited by A. A. Lumdsdale, University of California, and Robert Glaser, University of Pittsburgh. N.E.A. Pp. 719. \$7.50.

Educators Guide to Free Science Materials, 1960. Compiled and edited by Mary Horkheimer Saterstrom. Pp. 298. \$6.25.

Educators Guide to Free Tapes, Scripts and Transcriptions, 1961. 7th annual ed. Compiled and edited by Walter A. Wittich, University of Wisconsin, and Gertie Hanson Halsted, Wisconsin State College. Pp. 203. \$5.75. Educators Progress Service, Randolph, Wis.

Guidelines for the Future. University of the State of New York, Albany. Pp. 16.

GUIDANCE

How To Get Into College. Revised ed. Frank H. Bowles, College Entrance Examination Board. E. P. Dutton & Co., Inc., 300 4th Ave., New York 10. Pp. 185. \$2.95.

Operation I.Q. E. E. Roberts, Bethany College. Henry Stewart, Inc., 210 Elliott St., Buffalo 3, N.Y. Pp. 127. \$2.

The Vocational Maturity of Ninth Grade Boys. Donald E. Super and Phoebe L. Overstreet, in collaboration with Charles N. Morris, William Dubin, and Martha B. Heyde. Teachers College, Columbia. Pp. 207. \$5.25.

Students and Parents Evaluate the School's Guidance Program. George E. Hill and Dale F. Nitzschke, Ohio University, Athens. Pp. 23.

INSTRUCTION

Modern Foreign Languages and the Academically Talented Student. Pp. 89. \$1. **Social Studies for the Academically Talented Student.** Milton M. Klein, Long Island University. N.E.A. Pp. 83. \$1.

Aviation Education and the Space Age. Prepared by W. Earl Sams, Califor-

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What is the RCA Preceptor System of Language Laboratory instruction?

A new approach to the teaching of foreign languages which effectively combines simplicity of operation with comprehensive controls. The *Preceptor* System places total control of the laboratory in the hands of the teacher by providing him with a console which permits him to select the lesson for each student, monitor and record the performance of any student, communicate with individuals, groups or the entire class. Students learn through the "listen-respond" or "student-record" techniques; complete laboratories employing either technique or a combination of both are available. Each student is provided with a semi-sound proofed booth and equipment which puts him in direct contact with the teachers. In effect, the *Preceptor* System provides a tutor for every student.

What provisions have been made for expansion of RCA Preceptor equipment?

Components of this system are modular in design, permitting an easy expansion at any time. Complete controls for 10 student positions are added by the simple installation of a pre-wired panel. Modular student booths in multiples of two and three, are pre-drilled for ease of assembly, can stand as a unit or be added to existing booths. Additional wiring is simplified by central power supply system.

Why can RCA offer a price that's lower than that of most Language Laboratory Systems?

RCA's advanced engineering techniques have created a "systems concept" for its *Preceptor* line. All components—console, recorder, amplifiers, etc., are fully integrated in design to reduce the cost of the equipment, its installation and maintenance. If desired, you can get an RCA Language Laboratory now under our Lease-to-Own plan which gives you the option to purchase the equipment at any time.

Why has RCA transistorized Language Laboratory equipment?

Because transistors give longer more dependable service, they are ideally suited for school use. In the *Preceptor* System, transistorized circuitry eliminates the necessity for AC outlets in the student booths, providing a sharp reduction in wiring and installation costs. Low operating voltage assures safest use by students, keeps operating costs down.

Is skilled service readily available for RCA laboratories?

The RCA Language Laboratory Dealer in your area, backed up by the nation-wide facilities of the RCA Service Company, is ready at any time with consultation advice, expert service and maintenance.

Is planning assistance available?

Yes. Experience in installation of Language Laboratories and technical training make your local RCA Language Laboratory Dealer the ideal man to see for help in getting started with your Language Laboratory. He's available at your convenience to cover problems of location, size and scheduling. He will be glad to make equipment recommendations, prepare layouts, or give you a cost estimate.

Where do I get RCA Language Laboratory details?

For complete details on how RCA can provide a realistic answer to your language instruction requirements and for the name of the RCA Language Laboratory Dealer nearest you, write: Radio Corporation of America, Language Laboratory Sales, Building 15-1, Camden 2, N. J.

World's Finest Components Assure Quality . . . they're RCA Components, of course!



This nerve center of the *Preceptor* System, the RCA Teacher's Console, puts the teacher in total control. From it, a teacher can 1) select each student's lesson; 2) monitor each student's response; 3) record any student's response; 4) communicate with one or several students simultaneously; 5) talk to the whole class; 6) record new lessons or have guest instructor record.



Amplifier, headset and microphone comprise listen-respond booth equipment which allows each student to hear lesson tape and respond and to communicate with teacher. Booths may also be equipped with a tape deck which allows student to record both lesson tape and response. Flip-down top optional for conversion to desks. Modular booths in multiples of two or three also available.



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nia State Department of Education, Calif. State Prtg. Off., Sacramento. Pp. 67.

The Teaching of Secondary Mathematics. 3d ed. Charles H. Butler, Western Michigan University, and F. Lyndwood Wren, San Fernando Valley State College. McGraw-Hill Book Co., Inc., 330 W. 42d St., New York 36. Pp. 614. \$7.50.

SCHOOLHOUSE PLANNING

Profiles of Significant Schools: Wayland Senior High School, Wayland, Mass. (Pp. 28); Newton South High School, Newton, Mass. (Pp. 28); North Hagerstown High School, Hagerstown, Md. (Pp. 18). Prepared by Evans

Clinchy, Educational Facilities Laboratories, Inc., 477 Madison Ave., New York 22.

A Review of Studies of Economics in Schoolhouse Construction. Leo D. Doherty and Artelle Wheatley, University of the State of New York. Pp. 27. **Potential Economics in School Building Construction.** Pp. 51. The university, Albany.

School Building Project Procedures. Connecticut State Department of Education, Hartford. Pp. 37.

ADDRESS OF PUBLISHERS

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About People

Changes in Superintendents

NORTHEAST

Sergius J. Bernard, Easthampton, Mass., to Bridgewater-Raynham Regional School District, Bridgewater, Mass.

Bradley Bishop, high school principal, Beacon, N.Y., to superintendent there.

Arvine A. Hawkins, assistant district principal, Greece Central School District No. 1, Rochester, N.Y., to supervising principal there.

Robert E. Curtis, assistant superintendent, Manlius, N.Y., to superintendent there, effective July 1, 1961.

George E. Raab, principal, Heathcoat Elementary School, Scarsdale, N.Y., to superintendent, Bucks County, Doylestown, Pa.

MIDWEST

Harry E. Martin, high school principal, Lima, Ohio, to superintendent there.

Nicholas A. D'Amato, principal, Penhale Elementary School, Campbell, Ohio, to superintendent, Campbell.

Russell F. Hobart, assistant superintendent, South Euclid-Lyndhurst City School District, Cleveland, to superintendent, Painesville, Ohio, succeeding **R. B. Oldfather**, who goes to Fremont, Ohio.

Ralph E. Curie, assistant superintendent, Buckeye Local School District, Ashtabula, Ohio, to superintendent there.

Charles E. Nunley, Local School District, Beaver, Ohio, to Exempted Village School District, Gibsonburg, Ohio.

John Augustus Florence, principal, Spencer, Ohio, to superintendent, Goshen Local School District, Midvale, Ohio. He succeeds **Joseph F. Zack**, who goes to Ridgeville Local School District, North Ridgeville, Ohio.

SOUTHEAST

Zolly L. Bowden, assistant superintendent in charge of instruction, Randolph County, Asheboro, N.C., to assistant superintendent in charge of business, Fayetteville, N.C.

Emmett T. Strickland, principal, Waverly-Belmont Junior High School, Nashville, Tenn., to superintendent, Franklin, Tenn.

V. M. Plunk, principal, Henderson Elementary School, Henderson, Tenn., to superintendent, Chester County, Henderson.

Stanley P. Hawse, assistant superintendent, Hardy County, Moorefield, W. Va., to superintendent there.

Mrs. Gordon Pentecost, junior high school teacher, Palmersville, Tenn., to

mister school administrator:



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supervisor of instruction, Weakley County, Dresden, Tenn.

SOUTH CENTRAL

Leroy Gattin, Dierks, Ark., to Pulaski County Special School District (Mabelvale units), Little Rock, Ark.

Don J. Owen, Arapaho, Okla., to School District No. 99, Clinton, Okla., succeeding Richard Burton, who becomes president of Cameron State Agricultural College, Lawton, Okla.

Raymond W. Arnold, supervisor, Independent School District, San Antonio, Tex., to assistant superintendent in charge of elementary instruction there, succeeding Inez Foster, who retires.

WEST

Bruce K. Moore, Union High School District and Junior College, Phoenix, Ariz., to the new Unified School District, Downey, Calif., which begins official operation on July 1, 1961. The new district results from the consolidation of five school districts.



Bruce K. Moore

Kenneth Ramey, elementary superintendent and principal, Willamina, Ore., to superintendent, Yamhill County, McMinnville, Ore., succeeding Lynn D. Gubser, who retired after 28 years there.

Other Appointments . . .

Lorin A. Burt, superintendent, Kendallville, Ind., to assistant professor of education, Indiana University, Bloomington.

James W. Colmey, assistant director, custodial services, Dade County, Miami, to professor of education and bursar, George Peabody College for Teachers, Nashville, Tenn.

Deaths . . .

William J. Page, 72, School District No. 143, Midlothian, Ill.

Beth H. Francis, Teton County, Jackson, Wyo.

Harold B. Mennes, 56, Neenah, Wis., after 15 years there.

Albert R. Casazza, 57, Secaucus, N.J., after 10 years there.

B. M. Dinsmore, Wichita County, Wichita Falls, Tex., after 16 years there.

Gordon G. Poinsett, 44, Upper Freehold Township School District, Allentown, N.J.

Stuart G. Noble, 74, emeritus professor of education, Tulane University of Louisiana, New Orleans. Dr. Noble was a past president of the National Society of College Teachers of Education.

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Surfaced With Lifetime Nevamar Inside and Out

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A completely self-contained mobile unit. Has all needed equipment to serve as a perfect demonstration unit.

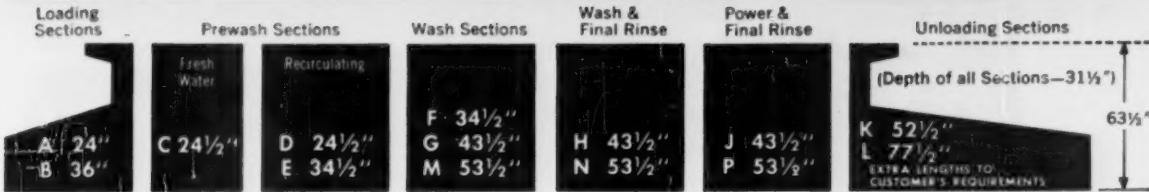
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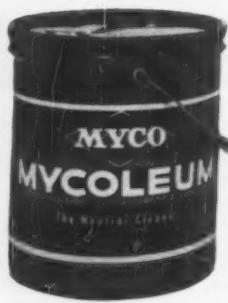
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- 11-15. National Association of Secondary-School Principals, Detroit.
- 22-25. American Educational Research Association, Chicago.
- 22-25. American Association of Colleges for Teacher Education, Chicago.
- 23-25. United Business Education Association, Chicago.
- 25-28. American Association of School Administrators, regional meeting, San Francisco.

MARCH

- 5-8. Association for Higher Education, Chicago.
- 11-14. American Association of School Administrators, regional meeting, St. Louis.
- 12-16. Association for Supervision and Curriculum Development, N.E.A., Chicago.
- 18-22. Department of Elementary School Principals, N.E.A., Atlantic City.
- 25-28. American Association of School Administrators, regional meeting, Philadelphia.
- 25-29. National Science Teachers Association, Chicago.

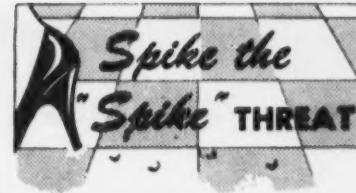
APRIL

- 5-8. National Council of Teachers of Mathematics, Chicago.
- 11-15. National Art Education Association, Miami Beach.
- 16-22. National Library Week.
- 19-21. Southeastern Association of School Business Officials, Richmond, Va.
- 24-28. Department of Audio-Visual Instruction, N.E.A., Miami Beach.

JUNE

- 14-18. American Driver Education Association, Miami Beach.
- 18-22. National Association of Student Councils, Oklahoma City.
- 25-30. National Education Association, Atlantic City.

The Whole Truth. The committee on instructional materials of New York City's board of education has requested in a formal letter to textbook publishers that texts have "substantial revision to give our students adequate knowledge and understanding of Nazi brutalities and mass executions." Only "a few texts give satisfactory accounts," the letter said. Authors and editors of textbook companies in the city will decide if their texts are out of balance, according to company representatives.



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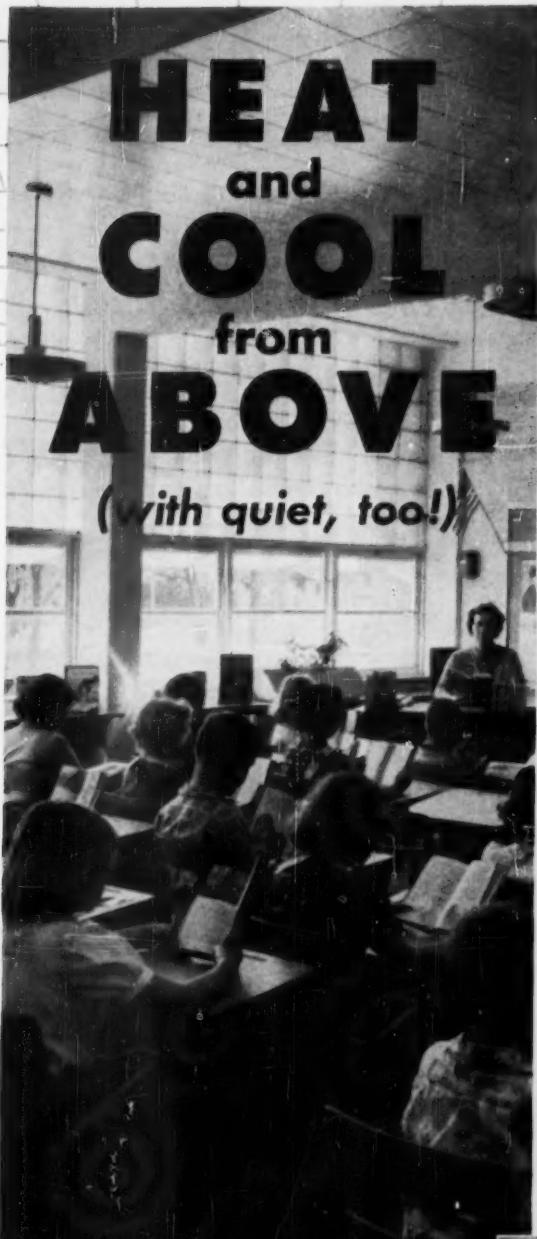
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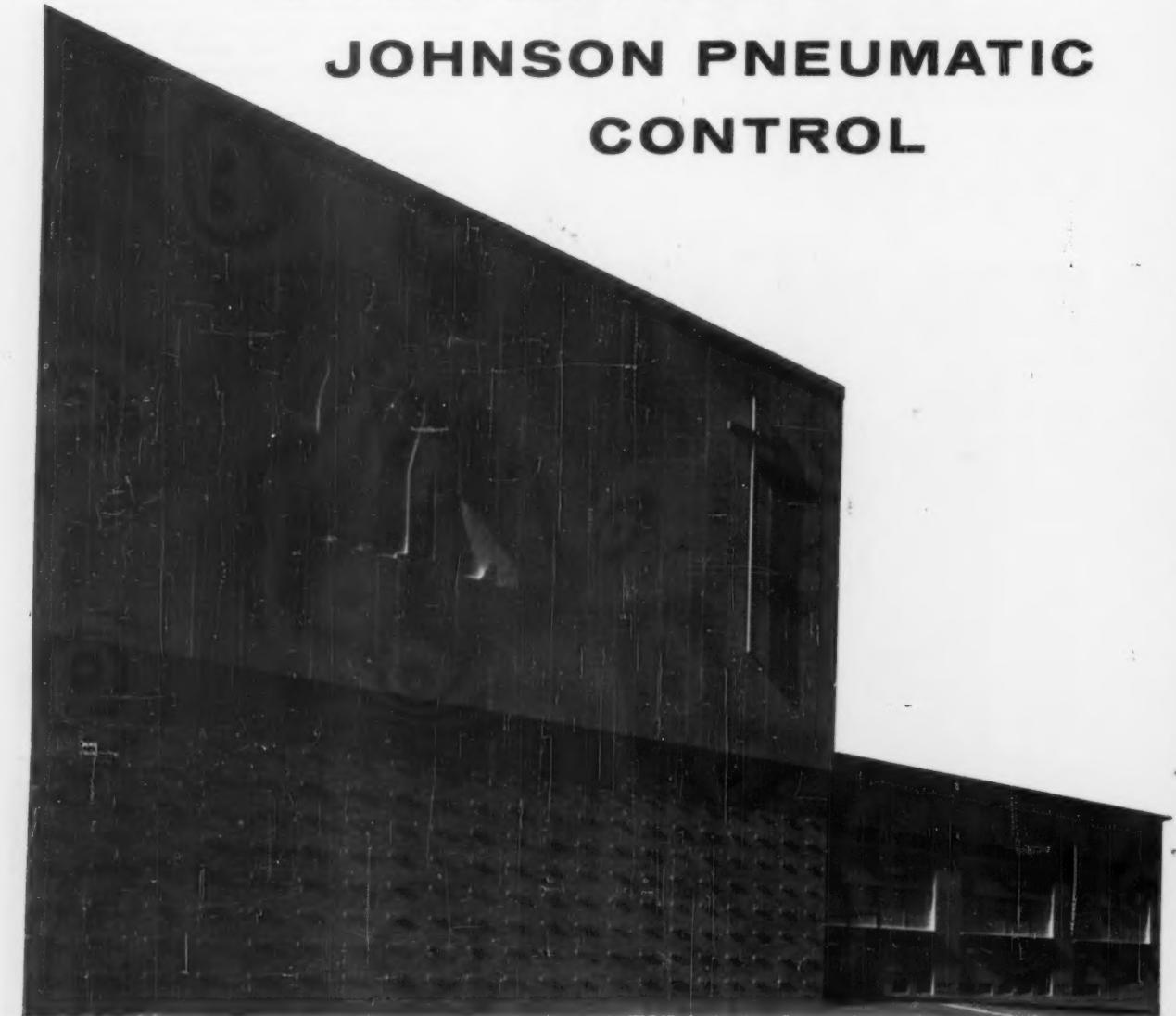
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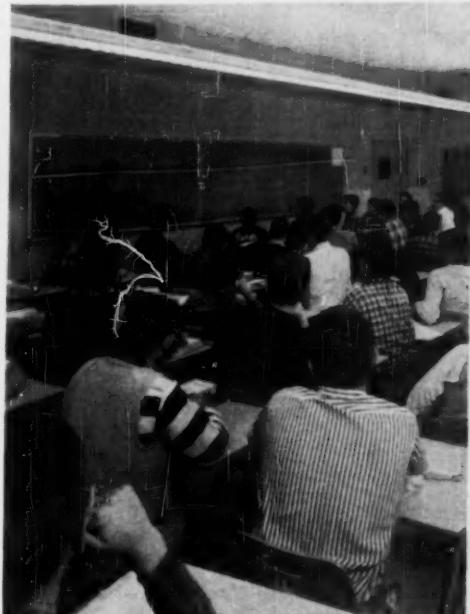
Creighton Preparatory School, Omaha, Nebraska. James E. Loftus, A. I. A., architect; Carl A. Goth, mechanical engineer; Parsons Construction Co., general contractor; B. Grunwald, Inc., mechanical contractor; all of Omaha.



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FREE BROCHURE! Write for illustrated brochure giving full details on Sonotone's Model 91 Pure-Tone Audiometers and how they can serve you better.

Sonotone Corp., Dept. 38-120, Elmsford, N.Y.

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FOR THE BEST JOB

with the *Best Equipment...*
use the **GREEN LABEL LINE**



No, nothing else... because no other line of floor cleaning equipment is so complete... so right for every job of floor cleaning. Advanced design and superior construction make the Green Label Line best... and best for YOU! The ~~old~~ Mop Wringer takes ALL mops — from 12 through 32 ounces! *Measurite* Graduated Buckets are the ONLY buckets with permanently embossed, easy-to-see gallon graduations! You SEE what you're doing... save time, money, effort. The *POLY-DOLLY* Bucket Truck is unique because it's ADJUSTABLE... to accommodate any shape or size buckets from 16 through 44 quart capacity. Yes, because this family of floor maintenance equipment does a better cleaning job you need nothing else!

SQUEEZE-EASY... 7 Exclusive Features

- Takes all mops — 12 through 32 ounces.
- 25% More Squeeze Pressure. Highest leverage ratio of 20 to 1.
- Double Downward-Lateral Action. Starts squeezing mop at top. Floating plate moves forward, then downward to wring out last drop of water.
- No Squirt - No Splash. Umbrella-shaped louvers force water down into bucket.
- Trouble Free Action. Simple cam. No gears or complicated mechanisms.
- Rugged One-Piece Construction. Heavy gauge steel. No rivets or welds.
- Attractive Green Hard-Bond Baked Enamel Finish.

Measurite BUCKETS... Graduated in Gallons

- Exact measurement saves costly chemicals.
- 20 to 35 quart capacity.
- Oval or round with or without Roll-Easy casters.
- Galvanized or stainless steel.
- Deeply corrugated and hand-soldered throughout.
- Embossed graduations visible inside and out.

POLY-DOLLY... the ONLY adjustable Bucket Truck

- Accommodates all oval and round buckets.
- Floating guide handle stays erect in pulling position, folds flat for storage.
- Wrap-around bumpers front and rear.
- Two Ball-Bearing swivel casters up front, two stationary wheels in rear.
- Heavy duty utilized steel frame.
- Attractive Green Hard-Bond Baked Enamel Finish.

Write today for new catalog. Dept. No. NS-6

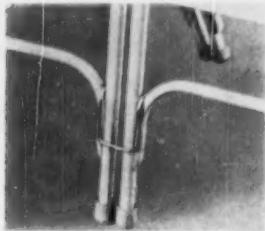
MARKET FORCE CO., Everett 49, Mass

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the convenient Readers Service Form on page 141. Check the numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

One-Piece Hampden Chair Clamp Forms Continuous Rows Quickly

A new, one-piece wire clamp that slips onto the back or front legs of two adjoining chairs reduces the time needed to lock chair legs together to form continuous rows. The clamp is automatically



locked into position at the point where the cross bracer bars of the chairs join the legs, requiring no screws, bolts or other components for installation and assembly, and eliminating the possibility of lost parts. **Hampden Specialty Products Corp., Easthampton, Mass.**

For more details circle #293 on mailing card.

Television Stand Is Easily Moved

Model TV-503 is a readily mobile stand especially designed for carrying closed circuit educational television equipment. The new addition to the Wheelit line is adaptable for use in large or small classes through its three-level platform arrangement. The set can be placed on the top level, which is 50 inches high, for easy viewing by large classes, or on the 34-inch high second level for smaller groups. When this is used, the top platform folds back out of the way. The third level is designed for holding additional equipment, such as record players, reference material and the like. The casters, with



large rear wheels, permit sure and easy steering of the Wheelit-TV through hallways, between desk rows, and even up and down short stairways. All platforms are of thick, non-vibrating materials with Formica tops and the tubular frame is

soundly constructed for heavy loads. **The Gruber Products Co., 2223 Albion St., Toledo 6, Ohio.**

For more details circle #294 on mailing card.

Classic Line Birch Furniture Budget Priced for Libraries

Remington Rand Library Bureau construction features for long wear are built into the new Classic line of birch library furniture introduced at budget prices. Available in a selection of five finishes which include Wheat, Walnut, Golden Harvest, Cherry and Fruitwood, the line includes a charging desk, table and chair, book shelving, atlas case, newspaper rack, book display rack, portable dictionary stand and catalog cases. The charging desk has sections wide enough to accommodate standard registration tray units, five trays wide, and letter and legal size drawers, and comes in two heights, 39



and 32 inches. The Classic table and chair are completely new in design and are acceptable for use with the higher cost Trend and Designer lines. **Remington Rand Div. of Sperry Rand Corp., 315 Park Ave. S., New York 10.**

For more details circle #295 on mailing card.

Bassick "No-Roc" Glide Automatically Levels Equipment

Quick, automatic adjustment to uneven floor surfaces is provided with the new Bassick "No-Roc" self-leveling furniture glide. It is designed to balance equipment having four or more legs and employs a new type fluid whose physical properties do not change with age or temperature. The fully sealed glide automatically seeks its own level, stabilizing equipment. **Bassick Co., 3045 Fairfield Ave., Bridgeport 3, Conn.**

For more details circle #296 on mailing card.

Secretarial Desk in ASE 4000 Line

A functional and practical desk arrangement for office or office practice rooms from the ASE 4000 line of contemporary furniture is formed of a 36-inch type-

WHAT'S NEW for Schools

writer platform with secretarial pedestal. The unit is available in 30 or 36-inch lengths and 20-inch fixed-side typewriter platform. One of the many arrangements offered in the new line, the unit is available in a wide choice of lustrous finishes for harmonizing or contrast, bonderite

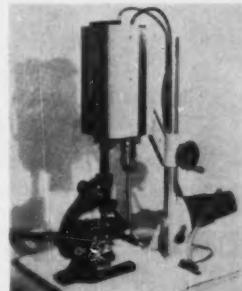


treated for lasting protection. Self-Edge or Style-edge Molding is available in the tops with laminated plain or patterned coverings. The hexagonal legs are furnished painted to match or in brushed chrome. **All-Steel Equipment, Inc., Aurora, Ill.**

For more details circle #297 on mailing card.

TV Camera Mounting Stand for Close-Up Teaching

Designed for use with the low-priced, easily installed Argus Direct-Wire TV System for educational use that utilizes conventional TV sets as receivers, the new Argus close-up mounting stand permits a direct-wire television camera to be used in conjunction with microscopes, close-up work, demonstrations or the scanning of a fixed area. The stand permits the vertical mounting of the TV camera without the need for prisms and mirrors. The close-up stand kit is made up of three separate packages, any of which can be ordered separately. They

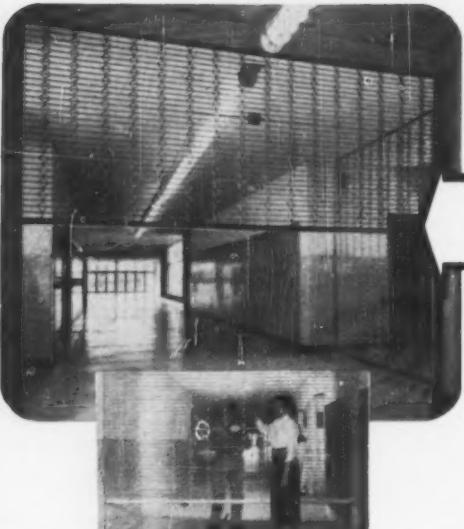
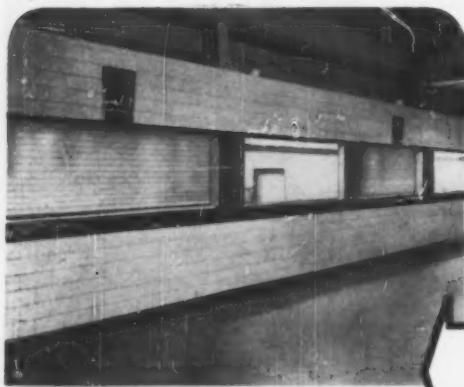


include the Argus Close-Up Camera Mounting Stand, the Lighting Kit for Close-Up Stand, and the Extension Tube Kit. **Argus Cameras, Inc., Dept. AV, 405 Fourth St., Ann Arbor, Mich.**

For more details circle #298 on mailing card.

(Continued on page 132)

Best Answers to **SCHOOL** needs like these:



Kinnear Counter Shutters or Grilles — easily raised or lowered from inside — clear the entire opening . . . coil out of the way . . . never block light from above . . . leave all counter and wall space clear and usable at all times. In outdoor installations, wind can't slam or

damage them. There's extra value in their all-metal protection against intrusion, pilferage or vandalism. Built of aluminum, steel, or other metals if desired, to fit openings of any size, in new construction or completed buildings. Write for further details.

The **KINNEAR** Mfg. Co.

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KINNEAR
ROLLING DOORS
Saving Ways in Doorways

Kinnear Rolling Counter Shutters

The vertical "coil-away" action of the *Kinnear-originated* curtain of interlocking metal slats is the ideal counter shutter. Its space-saving efficiency and protection have been proved in service openings of every kind. In addition to a variety of contoured slats, Kinnear also offers the popular "midget" slat, with a flat exterior face, specially designed for counters up to 20 feet wide.

and

Kinnear Rolling Grilles

The Kinnear Rolling Grille, an attractive openwork of metal bars and links, is also widely used as a barricade for counters, doorways, corridors, or to confine activities to sections of any room or building area. It features the same, space-saving, coiling upward action of the Kinnear Rolling Doors and Counter Shutters.

"Economy Adjuster" Screen Has Internally-Wound Cord

Flanged rollers that raise and lower the new Draper "Economy Adjuster" Projection Screen wind the cord around and within the spool to prevent it from tracking in the wrong direction. The screen has no mechanism to get out of order, is sturdily constructed, and designed to eliminate any possibility of damage



to the screen surface. The zinc coated heavy duty pulleys assure ease of operation and the vinyl plastic matte white screen surface provides extremely wide angle viewing. The cloth is washable, fire retardant and mildewproof, and is available in 10 by 10 through 24 by 24-foot sizes. The screen is firmly attached to the two by four-inch wood member and may be suspended from the ceiling or girders, or attached to the wall. *Luther O. Draper Shade Co., Spiceland, Ind.*

For more details circle #299 on mailing card.

Rugged Strength and Modern Design In Book and Library Shelving Line

Rugged steel strength and modern design are combined in Equipto's new book and library shelving line. The shelving has one-piece sides, sleek cornice top, integral base, and sliding shelves that lock in place yet release at a touch for instant adjustment. *Equipto, 612 Prairie Ave., Aurora, Ill.*

For more details circle #300 on mailing card.

Temprite WF-4000 Wall Fountain Provides Auxiliary Cool Water Outlet

Providing an extra cool water outlet for use in busy locations, the Temprite WF-



4000 Auxiliary Wall Fountain may also be mounted on the wall opposite a self-contained cooler in an adjoining room. When mounted at a lower height, the WF-4000 is suited for use as a companion fountain for children. The 11½-inch unit is formed in heavy gauge steel and finished in mist gray enamel. *Temprite Products Corp., E. Maple Road, Birmingham, Mich.*

For more details circle #301 on mailing card.
(Continued on page 134)



IDEAS

for better school cafeterias...
for money-saving efficiency...

- Design ideas for new school cafeterias—at all educational levels—or for practical, low-cost modernization . . .
- Practical solutions for any space or location problem . . .
- Actual examples of how other schools, residence halls and student unions are saving time, dishes and money with MECHANIZED FOOD AND DISH HANDLING.

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Olson Conveyors

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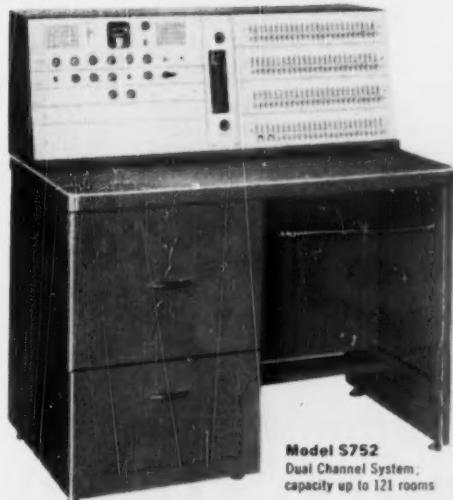
SAMUEL OLSON MFG. CO., INC.
2422 Bloomingdale Avenue Chicago 47, Illinois
DIVISION OF CHERRY-BURRELL CORPORATION

Rauland

SOUND

for the SCHOOL

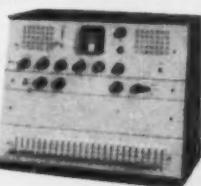
RAULAND Central Sound Systems are the result of many years of experience in school requirements. To assist the busy administrator of today's complex modern school, RAULAND offers complete facilities for program distribution, 2-way communication and simplified administrative control.



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Dual Channel System;
capacity up to 121 rooms

all desirable functions available

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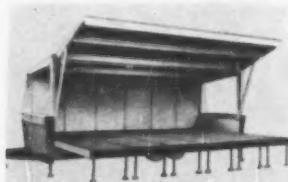
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 School _____
 Address _____
 City _____ Zone _____ State _____



Compact Portable Outdoor Stage In All-Purpose "Show Wagon"

Readily adaptable to band concerts, convocations, rallies and other functions requiring an outdoor stage, the new "Show Wagon" opens to provide an acoustically balanced semi-enclosure with a 16-foot deep flat stage, a two-level stage, a four-step riser or a stage with end risers. The compact, all-purpose unit folds into a fully enclosed highway trailer



with dual wheels, electric brakes and a heavy duty hitch for travel, and can be towed by car, station wagon, truck or tractor. Set up for use in a few minutes by only two men, the "Show Wagon" is equipped with a complete lighting system and connections for speakers, microphone, podium and spot lights. Wenger Music Equipment Co., Box 300, Owatonna, Minn.

For more details circle #302 on mailing card.

Miniature Planning Kit for Automatic Cafeterias

Planning for automatic cafeterias is facilitated with the new Miniature Planning Kit developed by Rowe. Movable 1/2-inch

scale photographic cut-outs of vending machines can be arranged to suit requirements in an easel-backed frame for approximation of the amount of wall space required for groups of machines. Various arrangements of any number of machines in the Rowebotaria line can be made with the kit to facilitate automatic cafeteria planning. Rowe Mfg. Co., 31 E. 17th St., New York 13.

For more details circle #303 on mailing card.

Giant Coolies and Cowboys Brighten Recreation Equipment



Coolies and Cowboys are giant sized figures that help to instill confidence and transmit a feeling of safety to the children climbing their structures. Readily associated with the characters and objects of a child's choosing, the figures stimulate young minds and active imaginations. Climbers or Horizontal Ladders are avail-

able with either a Coolie or a Cowboy, as is the Wheelbarrow Climber illustrated. Mexico Forge, Inc., Mexico, Pa.

For more details circle #304 on mailing card.

Korok Wallsteel

Is Durable and Non-Combustible

The ultimate in durability with minimum maintenance is built into the new surfacing material known as Korok Wallsteel. Consisting entirely of inorganic ceramic materials, including decorative and color oxides, Korok Surface is alloyed by fusion with Armco Type I aluminized sheet steel. The resulting alloy is scratch resistant, burnproof, sanitary and easily cleaned. It has the hardness of rock, the strength of steel and the beauty of ceramics in attractive colors. In normal use in schools and other institutions, Korok Wallsteel, bonded with either Korok No.

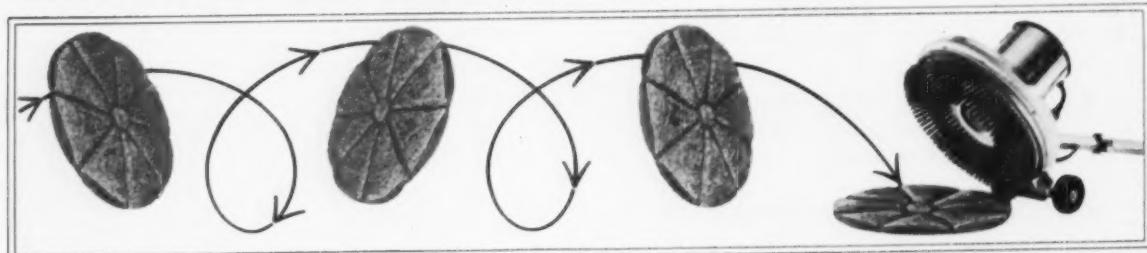


100 or No. 200 adhesive, depending on the wall condition, provides beautiful walls that will endure with minimum care. The Enamel Products Co., Korok Div., 341 Eddy Rd., Cleveland 8, Ohio.

For more details circle #305 on mailing card.

For extra-long wear—

BRILLO SUPERWELD FLOOR PADS



can be used

over...and over...and over

Brillo Superweld Steel Wool Floor Pads are specially constructed with welded reinforcing ribs. This unique construction prevents the sturdy steel wool fibers from unravelling even when you bump baseboards or furniture. You get longer pad life with less cost per cleaning because Brillo Superweld can be used over and over and over again.

There's a Brillo Superweld Floor Pad for every job . . . scrubbing, dry-cleaning or buffing. Send for free instructive folder today.

To strip floors completely
Use BRILLO Syndisc®
REVERSIBLE FLOOR PADS

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BRILLO FLOOR PADS—The Safe Way to Beautiful Floors

BRILLO MFG. CO., INC., BKLYN 1, N. Y.

134 For additional information, use postcard facing back cover.

The NATION'S SCHOOLS

Conservation of Water

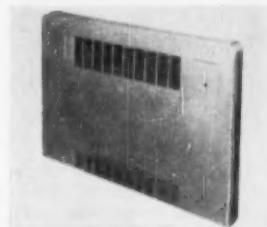
With Shower Metering Valves

New metering valves for multi-person shower facilities deliver a 40-second supply of either cold or tempered water when a button is pulled. Practical for swimming pool and dormitory installations, Bradley showers with metering valves conserve water and are available for two, three or four persons. Each shower head is individually controlled and cannot be left running. **Bradley Washfountain Co., 2203 W. Michigan St., Milwaukee 1, Wis.**

For more details circle #306 on mailing card.

Heating-Cooling Units for Maximum Space Saving

Designed for maximum space saving in air conditioning areas, the Dunham-Bush



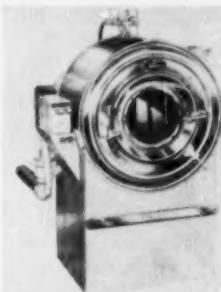
"CRVR" model heating-cooling unit has finished front for total recess and spacers for semi-recessed mounting. The new unit provides for individual room control to permit varied temperatures in classrooms, offices and other areas, is attractive in ap-

pearance, and quiet and economical in operation. It is easy to install and a filter keeps the heated or cooled air clean. The new model is available in four sizes, offering heating and cooling capacities to meet almost any need. **Dunham-Bush, Inc., West Hartford, Conn.**

For more details circle #307 on mailing card.

Washer-Extractor Now in 25-Pound Unit

A 25-pound washer-extractor, practical for handling towels, athletic equipment,

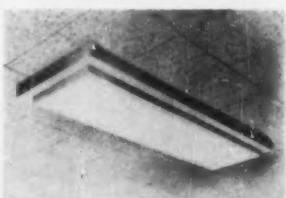


small batches of dormitory linens and other laundry, is now available in the Bill Glover line. The new stainless steel unit completely washes, rinses and spins the wash dry, leaving it with minimum moisture retention. Stress on both machine and floor is reduced with the variable-speed drive which permits smooth acceleration with the load rid of most of the water weight before top extraction speeds

are reached. Eliminating the need for separate extractors, the machines occupy minimum floor space and can be installed in the departments where they are used for efficient handling of small laundry loads. **Bill Glover, Inc., 5204 Truman Rd., Kansas City 27, Mo.**

For more details circle #308 on mailing card.

Surface-Mounted Luminaires Have Perforated-Steel Frames



Perforated-steel door frames on the new surface-mounted Westinghouse luminaires hold either glass lenses or aluminum louvers. Providing an attractive light pattern around the edge of the luminaire, the new models of type-SF luminaires accommodate two, three or four lamps having lengths of four to eight feet and ratings of 40 or 75 watts per lamp. Especially suited to low-ceiling applications where they provide direct lighting, the fixtures can be mounted either as individual units or adjacent to each other for continuous lines of light. **Westinghouse Electric Corp., P.O. Box 2099, Pittsburgh 30, Pa.**

For more details circle #309 on mailing card.

(Continued on page 136)

Claridge Chalkboard & CORK Bulletins



Fruitville Elementary School, Sarasota, Fla.

Architects: Waters & West, Sarasota, Fla.

QUALITY...PERMANENCY at LOW COST! Claridge continues to modernize and improve chalkboard and bulletin board manufacturing in step with new educational demands. 36 years experience concentrated on ONE purpose: the FINEST chalkboards and bulletin boards with greatest educational value. Schools and architects around the world name CLARIDGE to define their standard of quality.

NEW! Full Color Catalog

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replacement, remodeling, or new
building problems. You'll find
much helpful information.



Claridge PRODUCTS and Equipment Inc. HARRISON, ARKANSAS

Please send catalog 1120 Send samples or additional data on items circled below:

1 Duracite Chalkboards in Seven Colors	8 Claridge Factory Built Chalkboards and Bulletin Boards
2 Grapholite Chalkboards	10 Claridge Washable Chalkboards
3 Asbestocite Chalkboards	11 Vertical Sliding Chalkboards
4 Horizontal Sliding Chalkboards	12 Claridge Reversible Chalkboards and Bulletin Boards
5 Vitracite Porcelain Enamel Chalkboards	13 Extruded Aluminum Display and Trophy Cases
6 Durasteel Chalkboards in Seven Colors	14 Extruded Aluminum Bulletin Board
7 Fabricork Fabric Surface Bulletin Boards	15 Claridge Swing Leaf Display Boards
8 Extruded Aluminum Chalkboard and Corkboard Trim	

Name _____

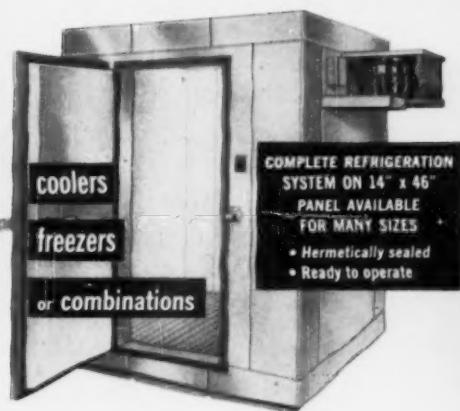
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Aluminum or steel sectional construction



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Get more efficient housekeeping from present manpower and equipment with this new work planning guide.

It provides a methodical, orderly system for scheduling the daily work of the maintenance crew.

- Makes planning the work day simple.
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Plus suggestions on building maintenance—ideas to speed the job and ease the load—tips on caring for mechanical equipment—tips on maintenance methods for various kinds of floors.

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109 Industrial Center, Spring Park, Minn.

Yes—we'd like our Work Planning Guide.
 Also send literature on Advance vacs and floor machines.

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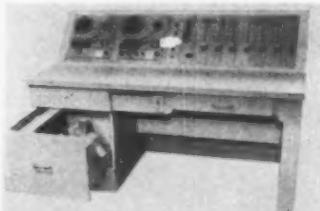
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Address _____

MAIL COUPON TODAY FOR FREE WORK PLANNING GUIDE

Language Laboratory Console Provides Comfort and Convenience

Maximum teacher comfort and convenience is provided with a handsome, compact, one-piece desk-type Console for language laboratories, Model LC 252, that has space for controls, amplification equipment and master sources. The unit can contain up to four tape decks and a record player, along with switch panels for com-



munication with up to 45 students. Constructed of hardwood birch plywood, the console's desk-type design allows the teacher to be seated without obstructing his view of the class. **Rheem Califone Corp., 1020 N. La Brea Ave., Hollywood 38, Calif.**

For more details circle #314 on mailing card.

Chemical Resistant Finishes for Laboratory Table Tops

Available in six standard colors plus specially matched colors on request, Poly-Ep Chemical Resistant Finishes brighten laboratory table tops and restore worn or damaged equipment. The finish is easily applied by brush, roller or spray and flows out smoothly. When applied, it bonds

firmly to wood, cement-asbestos, metal, composition and plastic tops and resists acids, alkalies, solvents, chemicals and heat. Poly-Ep is also used to refinish furniture and gymnasium floors. **D. J. Peterson Co., P.O. Box 181, Sheboygan, Wis.**

For more details circle #315 on mailing card.

Model D-21 Duplicator Is Budget-Priced

Model D-21 electric duplicator is a budget-priced unit which can reproduce 120 clean-cut copies per minute of anything typed, written, drawn or traced. Up to 300 to 500 sharp copies in one to five colors can be made from a single Ditto duplicating master on any weight paper



and in sizes ranging from three by five to nine by 14 inches. The new model is easy to use and is equipped with the Ditto "Sure-Feed" system which features an all-new feed pressure lever, paper separators, side guides and a lift lever for fast paper insertion. A cabinet stand is avail-

able as optional equipment. **Ditto, Inc., 6800 N. McCormick Blvd., Chicago 45.**

For more details circle #316 on mailing card.

Pioneer Classroom Aids Teach Principles of Polarization

Several low-priced classroom aids for teaching the principles of polarized light are especially designed for demonstration. An effective way of presenting the theory



that light travels in a complex arrangement of transverse wave motions is offered in the Pioneer Table Demonstrator. The Advanced Classroom Demonstrator offers a comprehensive selection of 14 polarized materials for more detailed experimentation, and the Basic Classroom Demonstrator is designed for small group or individual use. Instant examination of polarized light and analysis of stress is permitted with the Vertical Polariscope, and a basic text, "Polarization of Light," is also available. **Pioneer Scientific Corp., Subsidiary of Bausch & Lomb, Inc., 645 St. Paul St., Rochester 2, N.Y.**

For more details circle #317 on mailing card.

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Practical in size
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Literature and Services

• Presenting comprehensive and up-to-date information on the application of high pressure decorative laminates, the **Panelyte Technical Data Brochure** is offered as an aid in design and specification work. Available from St. Regis Paper Co., Panelyte Div., 150 E. 42nd St., New York 17, the 24-page booklet offers authoritative information on a varied list of horizontal and vertical Panelyte applications.

For more details circle #318 on mailing card.

• A **Walk-In Specification Guide**, written to assist the administrator and his department heads as well as the architect to determine properly the type and size of Walk-In Cooler or Freezer best suited to a particular need, is now available from Bally Case & Cooler, Inc., Dept. "S," Bally, Pa. Included in the Guide is a set of specifications designed to assure the user of getting high quality in these products.

For more details circle #319 on mailing card.

• Facts of interest to all Americans, but particularly to administrators of institutions, on the problem of our water supply in the United States and what is necessary to assure a plentiful future supply are presented in a new color motion picture entitled "Water Bill U.S.A." Narrated by Walter Cronkite, the 27-minute film is available from Caterpillar Tractor Co., Peoria, Ill., for showing to executive and other groups.

For more details circle #320 on mailing card.

• "The Story of the Thermostat" is told in narrative form in a four-page folder offered by Johnson Service Co., 507 E. Michigan St., Milwaukee 1, Wis. Full color drawings illustrate points in the story which starts with the invention of the device by a school teacher named Johnson, and goes on through the continuing development of the company.

For more details circle #321 on mailing card.

• "Facts on Floors in School Shops" is the title of an informative booklet available from J. W. Wells Lumber Co., Menominee, Mich. The 20-page booklet presents, in textbook style, a summary of reports from school districts on the kinds of floors in eight major shop areas. Data are presented separately on woodworking, mechanical drawing, metalworking, general, electricity, auto mechanics, machine and printing shops. Points of importance in planning shop floors and the superiority of Northern Hard Maple are also presented.

For more details circle #322 on mailing card.

• The story of Astro-Dome Incorporated, 1801 Brownlee Ave., N.E., Canton 5, Ohio, manufacturer of the fiberglass Astro-Domettes for use in high school and junior college science departments, is told in a 12-page brochure. Types of domes built by the company, standard sizes available, quality of construction and design and a list of Astro-Dome installations in colleges and universities are data included in the booklet.

For more details circle #323 on mailing card.

• Recipes for soups, sauces, main dishes, casseroles, salads, sandwiches and vegetables are included in a set of 70 recipes using Campbell's Soups and Swanson Chunks O'Chicken and Turkey. Available from Campbell Soup Co., 375 Memorial Ave., Camden 1, N.J., the set of 24 recipe cards is illustrated with photographs.

For more details circle #324 on mailing card.

• Hobart Dishwashing Machines and Food Waste Disposers for institutions are described in a 24-page booklet outlining 16 models of automatic and semi-automatic dishwashers, three glasswashers, four food waste disposers and three dishscrapers. The pamphlet is available from Hobart Mfg. Co., Troy, Ohio.

For more details circle #325 on mailing card.

• A new folder that outlines the steps to be considered in the selection of any emergency electric generating plant, "Standby Electric Plants and Controls—a Guide to their Selection and Installation" is available from D. W. Onan & Sons Inc., 2515 University Ave. S.E., Minneapolis 14, Minn. The eight-page brochure offers practical suggestions for planning and designing.

For more details circle #326 on mailing card.

• A set of **quantity recipe cards** ranging from main dishes through salads, desserts and sauces is available from Carnation Company, 5045 Wilshire Blvd., Los Angeles 36, Calif. Each recipe makes approximately 50 servings.

For more details circle #327 on mailing card.

(Continued on page 140)

You Can Feed Up to 600 Children HOT & COLD Foods

Quickly, Easily,
Economically . . .

with the new

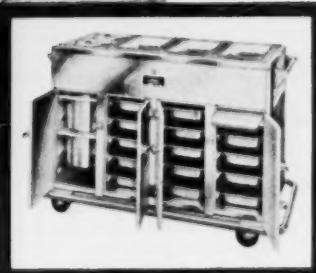
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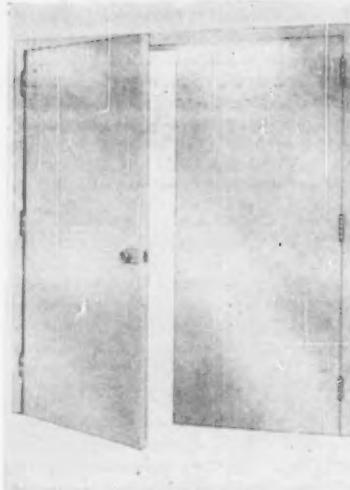
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Besides giving maximum fire protection for school equipment rooms and utility areas, Overly "A" Label, single point doors are designed to save your school money. First, Overly "A" Label doors are maximum performance rated by Underwriters' Laboratories to give 3 hours of fire protection, resulting in fire insurance rate reductions for your school. And Overly "A" Label doors provide maximum safety without using the extremely expensive hardware formerly required. You'll save on replacement costs, too, since sturdy, reinforced Overly doors are durable.

Overly "A" Label doors are engineered to fit any normal single or double opening. Over 90 door styles, the largest offered by any manufacturer, are available for your selection. Let us show you how your school can save on insurance rates and replacement costs. Write Overly Manufacturing Company, Greensburg, Pa., and ask for the catalog on the full line of Overly door products.

Overly

MANUFACTURING COMPANY
Greensburg, Pennsylvania
St. Louis 19, Missouri Los Angeles 39, Calif.

• The requirements for an effective ventilation system in the commercial kitchen are covered in a 25-page manual entitled "Commercial Kitchen Ventilation." Available at 50 cents a copy from American Gas Assn., 420 Lexington Ave., New York 17, the booklet includes photographs, diagrams and tables.

For more details circle #328 on mailing card.

• A revised eight-page catalog, S-95-A, describes the expanded line of Kent fixture fittings for showers, baths, lavatories and sinks. The illustrated pamphlet, available from Speakman Co., 30th & Spruce Sts., Wilmington 99, Del., contains photographs, drawings and cross diagrams.

For more details circle #329 on mailing card.

• Two illustrated brochures that give complete information on building with translucency are available from Kalwall Corp., 43 Union St., Manchester, N.H. Translucent Panel and the Panel Unit Wall System are discussed in an eight-page booklet, and Skylights and Translucent Roofs in a four-page folder.

For more details circle #330 on mailing card.

Film Release

"Precision—The Measure of a Craftsman," and "Pointers on Servicing Ball and Roller Bearings," two sound filmstrips for industrial arts, vocational education and shop training, qualified for purchase under NDEA Title VIII, 72 frames and 19 min. and 64 frames and 17 min. respectively. The Jam Handy Organization, 2821 E. Grand Blvd., Detroit 11, Mich.

For more details circle #331 on mailing card.

"The Workshop Process," 16mm sound, black and white 8 min. film, illustrating the entire procedure involved in the creation of a successful workshop, from the planning stages to the final evaluation of results achieved. University of California Extension, Visual Communication, Los Angeles 24, Calif.

For more details circle #332 on mailing card.

Suppliers' News

Consoweld Corporation, Wisconsin Rapids, Wis., announces operation of what is described as the world's largest plastic laminating press capable of turning out 180,000 square feet daily of plastic laminated counter and table tops.

Studebaker-Packard Corp., South Bend, Ind., announces the purchase of the business of Gravely Tractors, Inc., Dunbar, W. Va., manufacturer of self-propelled outdoor power tools for grounds care. The latter company will continue operation under its present management, according to the announcement, with manufacturing in its three plants in the United States and one in England, and distribution in the United States through its 47 distribution centers.

United Fruit Co., 30, St. James St., Boston 16, Mass., grower and shipper of bananas from Latin America, announces its entry into the processed foods business. The first step is acquisition of Liana Incorporated, San Carlos, Texas, a company engaged in the freeze-dehydration of shrimp.



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Recreation equipment with engineered safety to meet the most rigid requirements.

- Playground Equipment
- Indoor Basketball Backstops
- Swimming Pool Equipment

Literature for each line available on request—please specify.

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Dept. NS-260 — 724 W. 8th St.
Anderson, Indiana



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the principle
of
solar energy

The Strong
SOLAR FURNACE

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\$69.50 f.o.b. Toledo

Literature on request

THE STRONG ELECTRIC CORP.
52 City Park Ave. Toledo 1, Ohio

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The index on this and the following page lists advertisements in this magazine alphabetically by manufacturer. For additional information about any product or service advertised, circle the manufacturer's key number on the detachable postcard and mail it. No postage is required.

Products described in the "What's New" pages of this magazine also have key numbers which appear in each instance following the description of the item. For more information about these items, circle the appropriate numbers on the postcard and mail it, without postage, to The Nation's Schools.

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DECARLITE SURFACES SUBDUE LIGHT REFLECTIONS

Decar manufacturing process finishes tops to a specified light reflectance value that eliminates eye strain caused by glare. Decarlite meets or exceeds NEMA specifications.



Student Line Desk, Study Top Chair Unit, Open Front Desk and Teachers Desk from Peabody New Complete School Furniture line. Specially designed to give school administrators the most modern developments in school furniture.



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